FLN WHAT WORKS

DIGNITY EDUCATION VISION INTERNATIONAL
DEVI Sansthan

INDIA
ALfA IMPACT REPORT

SWIFT   **SCALABLE**   **SUSTAINABLE**

Policy × Pedagogy = FLN Speed at Scale

When strong policy is topped by the ALfA pedagogy, gains accelerate fast.

PRS 2024 (PARAKH Rashtriya Sarvekshan), compared with NAS (National Achievement Survey) 2021, gives us a rare system-wide signal. The national recovery is real despite the Covid setback is modest. At the same time, the data analysis shows something more encouraging: **11 states/UTs** improved by **at least 10 percentage points** in either or both Grade 3 Language or Maths between NAS 2021 and PRS 2024, many other states improved by high single digits, establishing that faster learning gains at scale are possible.

What do these "high movers" likely share?

5P Levers of Strong Policy

Priority: FLN stays at the top. Non-negotiable time, focus and urgency.
Push: Clear political and admin ownership from state to district to block / cluster / school; roles are defined and nurtured.

Plans: Conditions for teachers to act. Fixed periods for FLN, materials.

Practice: Coaching + support—demos, practice, feedback, follow-up.

Proof: Regular checks FLN levels—simple data, quick reviews, fast corrective action.

Uttar Pradesh illustrates the pattern. UP improved by about **+10/+10** points statewide. Within UP, four districts —Shamli, Lucknow, Barabanki and Unnao—moved even faster, averaging **+13/+14**.

Himachal Pradesh also saw large statewide gains, and **Solan**—the only district-scale site outside UP where the same **ALfA** pedagogy was implemented—rose above the state average in both subjects.

ALfA: Accelerating Learning for All

ALfA, built on 20+ years of research, is a **disruptive pedagogy** enables rapid FLN gains through paired-learning, and a new scaffolding of learning from **known-to-unknown**. This ensures every child remains active, every minute, leading to rapid gains in learning.

Teachers find it easy to implement. Children enjoy learning with each other, in turn leading to better attendance.

Learning in pairs is integral to ALfA pedagogy.

FLN at Speed What Works

ALfA combines:

Paired learning + joyful routines (every child active, every minute).

Known → unknown sequencing in literacy: picture → sounds (letters) → meaningful words & sentences.

Kinesthetic → concrete → abstract sequencing in numeracy (number sense → operations → mastery).

A short, intensive cycle (45-working days) to establish FLN foundations.

ALfA is exceptionally low-cost:

Language: Thin 28- to 40-page booklets are kept at school and shared as one copy among two children working as a pair.

Numeracy: A teacher guide plus simple hands-on materials (sticks/beans, or local substitutes) are provided or arranged locally (recycled, reused, sustainable).

5P Levers of Pedagogy

Preparation: Teachers & Middle-level officials learn, practice, and can demonstrate pair learning routines.
Prompts: Guidance is built into booklets and the PATH Model School Chart (QR videos). Known to unknown progression.
Pair Routines: Rotating pairs. Use of routines. Active learning.
Practice: MAT (Model–Apply–Transfer) creates lots of practice and builds fluency.
Proof: Perfection loops with collective feedback; "not yet/try again" correction loops for course-correction.

The lesson is simple: policy builds the platform, but pedagogy sets the speed—and some pedagogies, like vehicles, **are designed to move faster** in real classrooms with mixed levels, large number of students, and uneven teacher presence and support.

India has made extraordinary progress. **NIPUN goals are still within reach in the mission's final year**, if we align what leaders prioritise through policy (the highway) with what schools do daily through pedagogy (the vehicle).

Given the strength of results and evidence at scale in a short time, we suggest moving directly to rollout of the ALfA supplement as an FLN booster where governments see its value**—government orders are needed now.**

Joyful Learning leads to greater attendance.

BUILDING ON MOMENTUM 3 ASKS

In UP, ALfA grew from a small 20-school pilot in Shamli district in 2022 to 7,500 schools in 2024 (4 full districts) and to 17,500 schools (9 full districts by January 2026)—supports a clear pathway for expansion.

The program grew rapidly to other states: HP, J&K, Uttarakhand (MOUs for entire states). It is also growing in aspirational districts such as Rachi, Jharkhand, Nandurbar, Maharashtra & East Kameng, Arunachal Pradesh.

With new agreements signed in January 2026, ALfA has doubled from last year to 60,000+ government schools across multiple States/UTs.

The Randomized Control Trial in Shamli was validated by Harvard (link).

PRS/PARAKH 2024 captured ALfA's gains at scale where entire district implementations were possible before the November 2024 deadline for PRS. (data). In not even one complete cycle (2021-2024), ALfA has shown India's best scale and impact.

Endorsement has come from teachers to policymakers at all levels including Hon'ble Shri Rajnath Singh ji, Defence Minister of India who was former Minister of Education, Uttar Pradesh.

(See video)
Access on QR Code.

Why this matters now?

What earlier took 3+ years can now be achieved through ALfA in 45 days.

There has been much learning in the last few years of NIPUN, a momentum we can build on in this last year—making this a time-sensitive opportunity to accelerate learning.

3 Asks:

What we need from the State/UT

1. Approve ALfA-FLN as a state programme for a 45-working-day emergency cycle. Can utilize the time available at the beginning of the academic year, or can be run in parallel with textbooks.

2. Print and distribute the ALfA booklets as FLN booster. Booklets are thin, shared among two children. Hands-on math material is simple sticks. Both are together a minor cost (which can be CSR funded or PMU-led).

3. Endorse mass training in ALfA accelerated teaching methods (training is short, offline, online, cascade, effective).

www.dignityeducation.org/gov

POLICY Ⓧ PEDAGOGY
→ Yields Strongest FLN

POLICY Levers build the road. PEDAGOGY Levers improve learning.

ALfA DISRUPTIVE PEDAGOGY improves learning gains faster, at fraction of the costs.

5 POLICY LEVERS
Learning from high-performing States/UTs

Priority FLN stays on top—non-negotiable time, focus, and urgency.

Push Clear political and admin ownership—coherent messaging from state to school.

Plans Conditions for teachers to act, fixed periods for FLN, materials

Practice Coaching + classroom support—demos, practice, feedback, follow-up.

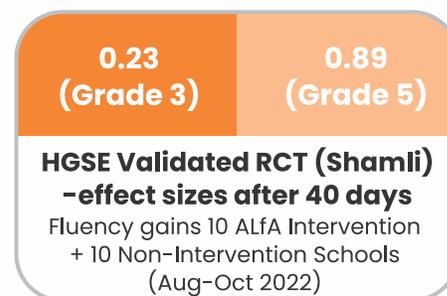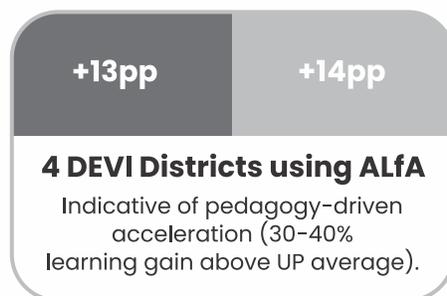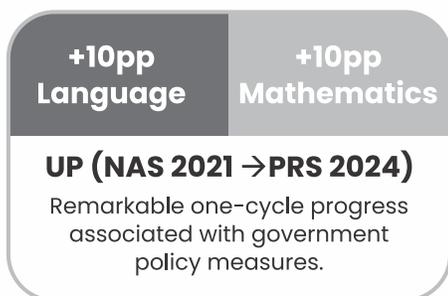**Proof** Regular checks on FLN levels—simple data, quick reviews, fast corrective action.

Ⓧ

5 PEDAGOGY LEVERS
ALfA | Accelerating Learning for All

Preparation Train teachers + middle-level mentors; ensure fluency in the ALfA routines.

Prompts Booster TLMs + Model School chart (with QR videos) + prompts in TLMs provide real-time guidance.

Pairing Random pairing keeps all children active; strengthens equity, inclusion, SEL, 21st-century skills.

Practice MAT (Model–Appy–Transfer) drives high repetitions in school and home.

Proof Rapid feedback + "not yet/try again" corrections accelerate gains along with govt. tests/evaluations.

Learning from Uttar Pradesh
Policy x Pedagogy Together produced extraordinary gains in UP

+10pp Language	+10pp Mathematics

UP (NAS 2021 →PRS 2024)
Remarkable one-cycle progress associated with government policy measures.

+13pp	+14pp

4 DEVI Districts using ALfA
Indicative of pedagogy-driven acceleration (30-40% learning gain above UP average).

0.23 (Grade 3)	0.89 (Grade 5)

HGSE Validated RCT (Shamli) –effect sizes after 40 days
Fluency gains 10 ALfA Intervention + 10 Non-Intervention Schools (Aug-Oct 2022)

REPORTS & EVIDENCE

India
UP Systemwide/ALfA Gains (NAS 2021→PRS 2024)
Harvard GSE 40-Day RCT (Shamli, India, 2022):
+0.23 SD (Grade 3), +0.89 SD (Grade 5)
Other learning gains in Arunachal Pradesh, Himachal Pradesh, Jharkhand, Maharashtra.
Reach: Grown from 20 to recent agreements for 60k+ schools pan India.

International
Peru: 50→72 Math, 53→70 Spanish
Ghana: 0.30-0.90 SD literacy gains; strong numeracy gains; 3x learning vs comparison schools after 55 days.
Maldives: Double the learning gains in ALfA compared to non-ALfA schools
Replication: ALfA Toolkits adapted in 33 International languages (15 Indian).

Click Here

Scan QR Code →PRS/NAS data, case studies, ALfA reports, presentations, videos, more.

ENDORSEMENT FOR ALfA

"
Dr. Sunita Gandhi's 30 hour literacy and numeracy model is highly innovative, and highly scalable, that can benefit school children, out of school children and illiterate adults. "

Shri Rajnath Singh
Hon. Defence Minister, India

Click Here

From 10 schools to MOUs for
150,000+ schools
August 2022 to January 2026

Launch in 2022 with Smt. Anita Karwal, Secretary MOE, India

Impact is Real: From Low-Performing to Rank 2 in UP

ALfA pedagogy was launched in 2022 when Anita Karwal IAS, then Secretary, Ministry of Education, entrusted DEVI Sansthan to implement ALfA (Accelerating Learning for All) FLN pedagogy in Shamli, Uttar Pradesh, then a low-performing district (LPD) of India (NAS 2017 data).

Shamli went from being a **LPD** to **Rank 2 of 75 districts** of UP in PRS 2024, an impact that can be credited in part to the ALfA pedagogy (DEVI was the only NGO working on FLN in Shamli).

DEVI's 4 Districts combined attained **30% and 40% higher learning gains** (+13/+14 pp) than the state average (+10/+10 pp) in language and mathematics. Policy built the highway. Daily classroom interactions drove up the learning.

RAPID RESULTS INITIATIVES RRI

Using a 3-stage Rapid Results Initiative, and by showcasing results in a short time, DEVI's FLN work has expanded rapidly across India and increasingly worldwide.

Stage 1: Explore

Study of existing impact or pilot / Randomized Control Trial (RCT).

Stage 2: Expand

Scale to thousands of schools.

Stage 3: Embed

Integrate system-wide (supplement or embedded).

Learn more

Click Here

Kashmir
Division-wide **6,400 schools**

Ladakh
Research implementation in Leh with 17,000 Ft Foundation

Jammu
Division-wide **11,000 schools**

Himachal Pradesh
State-wide **10,500 schools**

Haryana Rajasthan Uttarkhand
Women Literacy with IIMPACT Foundation

Uttarkhand
State-wide **11,000 schools**

Uttar Pradesh
Across 9 Districts **17,500 schools**
Statewide 1,12,000 schools (light touch)

Arunachal Pradesh
Research implementation in an Aspirational District (4+4 Schools)

Rapid Growth in Just 3 Years of first RCT (151 k schools as of Jan 2026)

Jharkhand
MOU for whole Aspirational District **2,000 schools**

Past research implementation in 4+4 Schools.

Maharashtra
Research implementation in an Aspirational District

West Bengal
Women Literacy with IIMPACT Foundation

Madhya Pradesh
Research implementation in an Aspirational District

Telangana
Research implementation in 1 District

UTTAR PRADESH

9 Districts (5 Aspirational)
17,700 Schools MOU
14.84 Lakh Students (Grade 1-5)
Statewide 1,12,000 schools (light touch)

RRi RAPID RESULTS INITIATIVE
Explore. Expand. Embed.
FLN Foundational Literacy & Numeracy

LEADERSHIP SUPPORT

> I am delighted that DEVI Sansthan is working for education in Lucknow and beyond. I have full confidence that this program will assist children in becoming foundationally literate.

Smt Anandiben Patel
Hon. Governor, Uttar Pradesh

Click Here   Scan QR for endorsement letter

> I am pleased that Dignity Education Vision International is implementing its project in slums of Lucknow to enable foundational literacy and numeracy through their innovative toolkit.

Shri Yogi Adityanath
Hon. Chief Minister, Uttar Pradesh

Click Here   Scan QR for endorsement letter

> Dr Gandhi's innovative pedagogy has brought about remarkable transformations in government schools of Uttar Pradesh. It has significantly improved foundational skills and the quality of education at scale.

Shri Sandeep Singh
Hon. Minister of State for Education, UP

Click Here   Scan QR for endorsement letter

POLICY + PEDAGOGY ACCELERATES FLN FASTER

Under strong post-Covid leadership and progressive policies, the UP Government delivered a +10/+10 pp statewide gain and lifted UP to Rank 7 in India in PARAKH 2024 (Grade 3 language & maths).
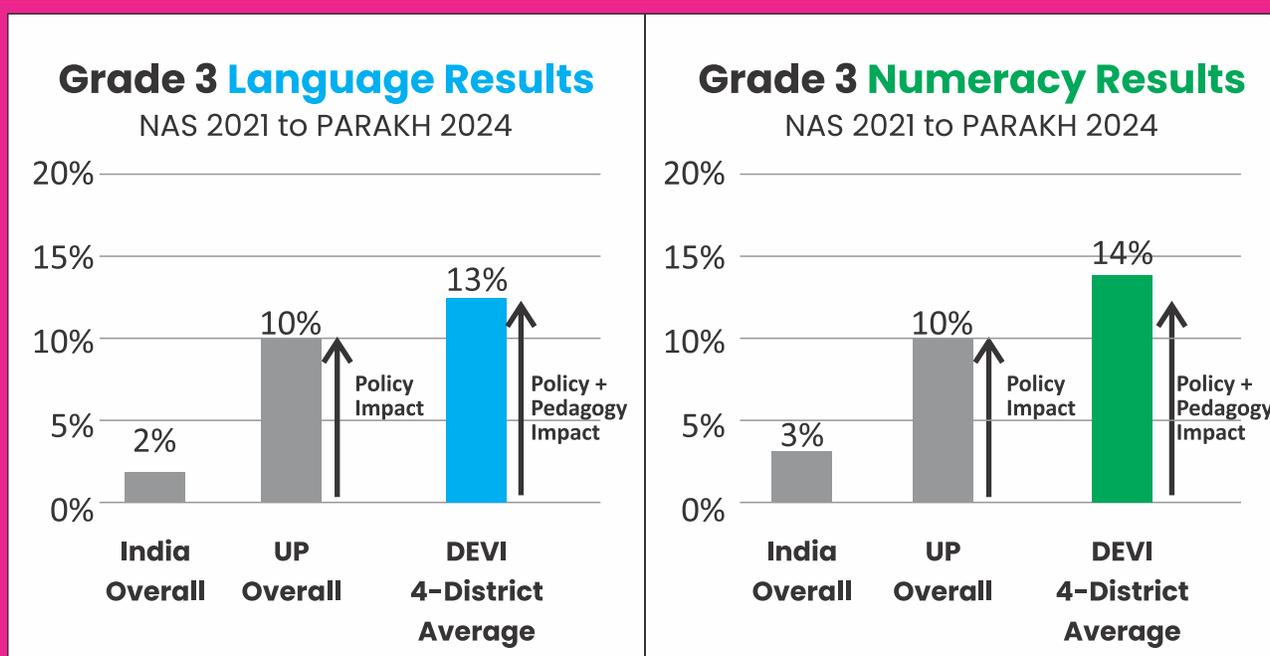
The government further created an **enabling environment for NGOs**, including DEVI to implement its ALfA pedagogical intervention which delivered sharper acceleration: +13/+14 pp across four ALfA districts.

Shamli, once low-performing, was the first to follow ALfA in 2022. It is now Rank 2 of 75 UP districts for Grade 3. With ALfA now in 9 districts (17,500 schools) and a proposed statewide FLN supplement for 6 million learners, the message is clear: **policy sets the base; pedagogy speeds the gains.**

Pedagogy changes teaching (not just materials). ALfA daily routines—paired learning, talk routines, role rotation, transfer, and immediate feedback are driving learning gains through **minute-to-minute classroom interactions**, not just plans, scripts, or training.

Grade 3 Learning Gain Between NAS 2021 & PRS 2024

Grade 3 Language Results
NAS 2021 to PARAKH 2024

- India Overall: 2%
- UP Overall: 10% (Policy Impact)
- DEVI 4-District Average: 13% (Policy + Pedagogy Impact)

Grade 3 Numeracy Results
NAS 2021 to PARAKH 2024

- India Overall: 3%
- UP Overall: 10% (Policy Impact)
- DEVI 4-District Average: 14% (Policy + Pedagogy Impact)

Key
- Literacy Gain
- Numeracy Gain

Sources: Click/Scan QR

NAS 2021 — Click Here

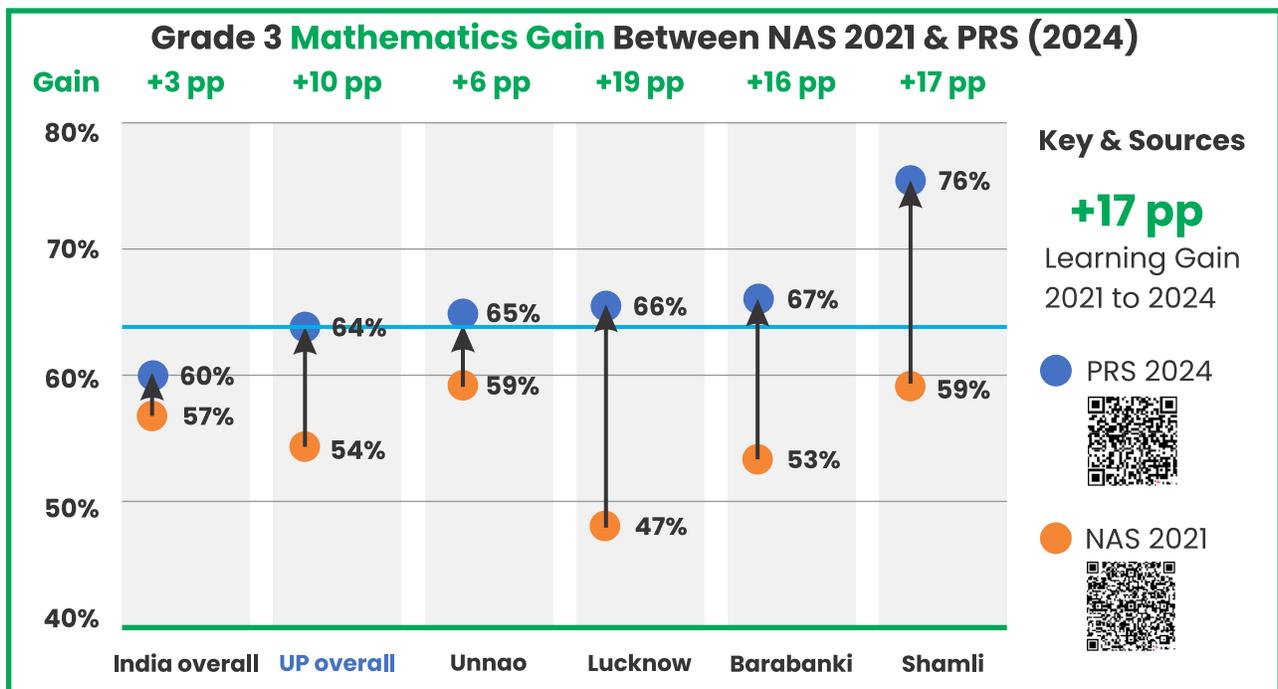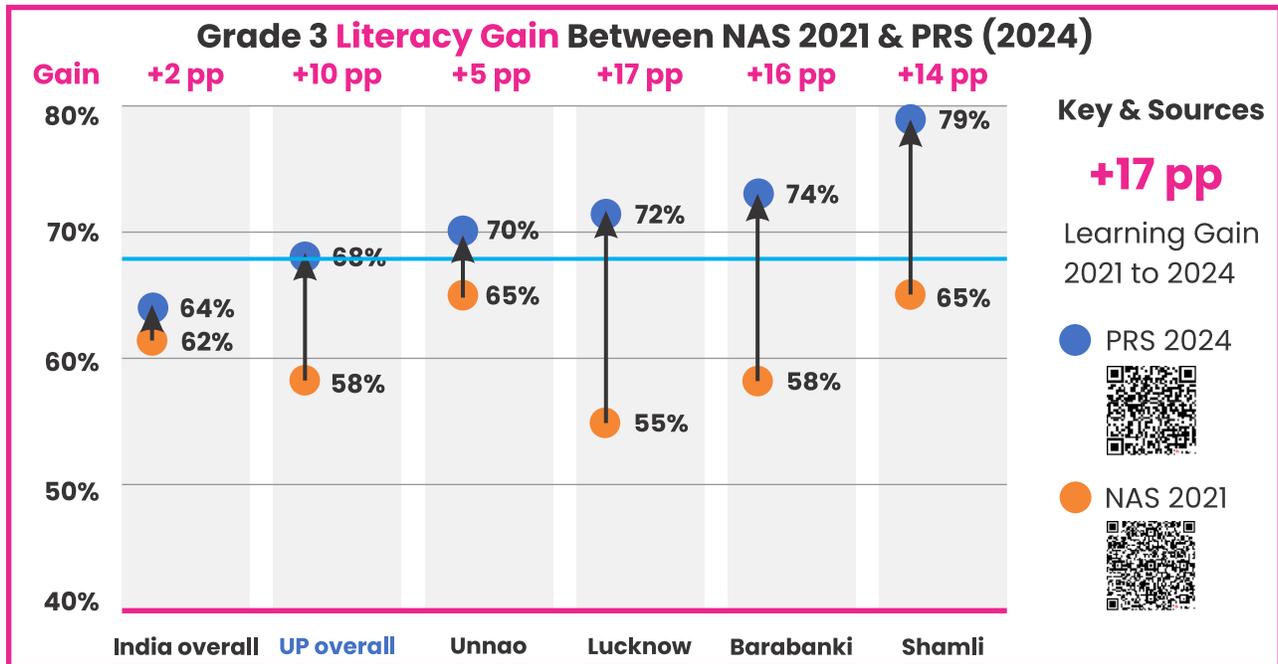Parakh 2024 — Click Here

For more details, read the ALIGN FLN report — Click Here

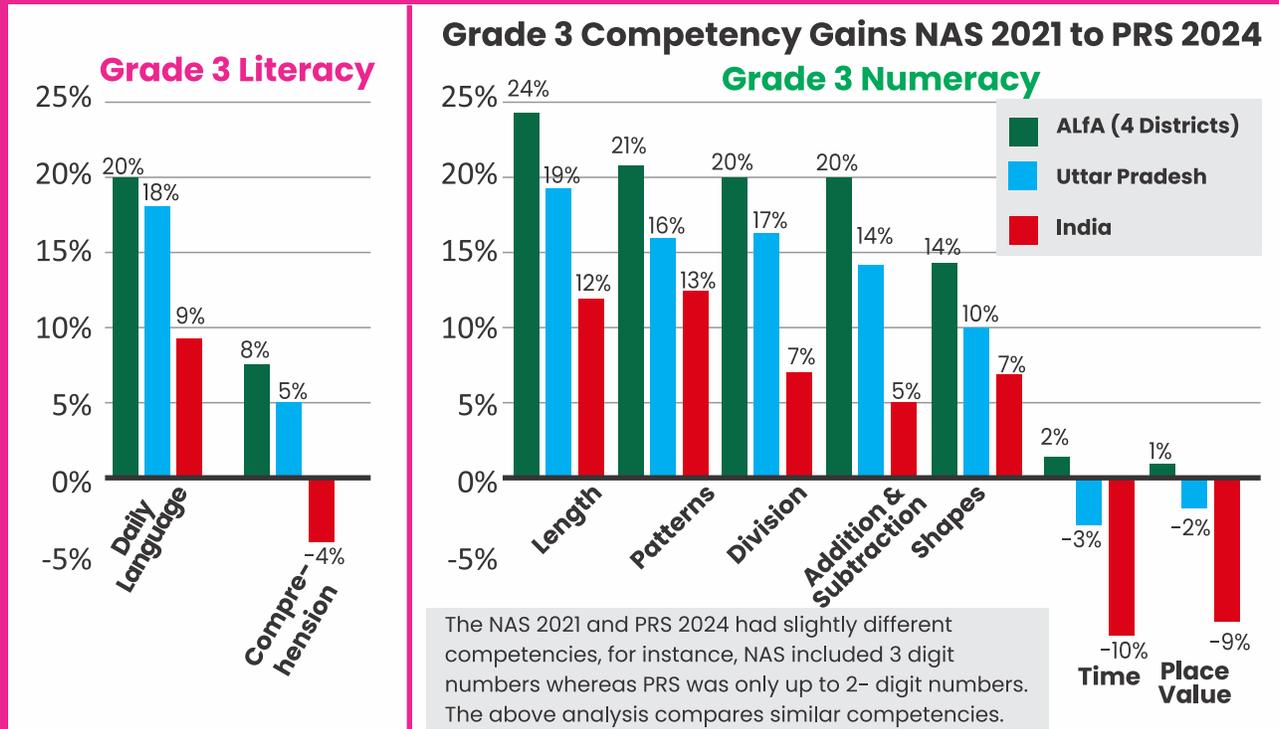**NAS:** National Achievement Survey, **PRS:** PARAKH Rashtriya Sarvekshan

RESULTS AT SCALE NAS 2021 to PRS 2024

The 4 districts in which ALfA has been implemented saw massive improvements in their score for Grade 3 language and maths in Parakh 2024, compared to the NAS 2021. Particularly remarkable is Shamli, a formerly low performing district, now ranked in the Udit (Excellent) category in Parakh. The 4 districts improved by 5 to 19 percentage points, compared to just a 2-3 pp gain at the national level. All 4 districts are well above the state average except Unnao, where there was a delay in ALfA materials reaching.

Grade 3 Literacy Gain Between NAS 2021 & PRS (2024)

Gain	+2 pp	+10 pp	+5 pp	+17 pp	+16 pp	+14 pp

District	NAS 2021	PRS 2024
India overall	62%	64%
UP overall	58%	68%
Unnao	65%	70%
Lucknow	55%	72%
Barabanki	58%	74%
Shamli	65%	79%

Key & Sources

+17 pp

Learning Gain 2021 to 2024

● PRS 2024

● NAS 2021

Grade 3 Mathematics Gain Between NAS 2021 & PRS (2024)

Gain	+3 pp	+10 pp	+6 pp	+19 pp	+16 pp	+17 pp

District	NAS 2021	PRS 2024
India overall	57%	60%
UP overall	54%	64%
Unnao	59%	65%
Lucknow	47%	66%
Barabanki	53%	67%
Shamli	59%	76%

Key & Sources

+17 pp

Learning Gain 2021 to 2024

● PRS 2024

● NAS 2021

COMPETENCY BASED ANALYSIS NAS TO PRS

Competency-wise analysis of ALfA classroom based intervention in 4 districts allocated to DEVI achieved **higher gains in all of the competencies**, between NAS 2021 and PRS 2024, compared to the UP and India average. UP made a tremendous gain through policy reform, and pedagogy adds more value on top of this.
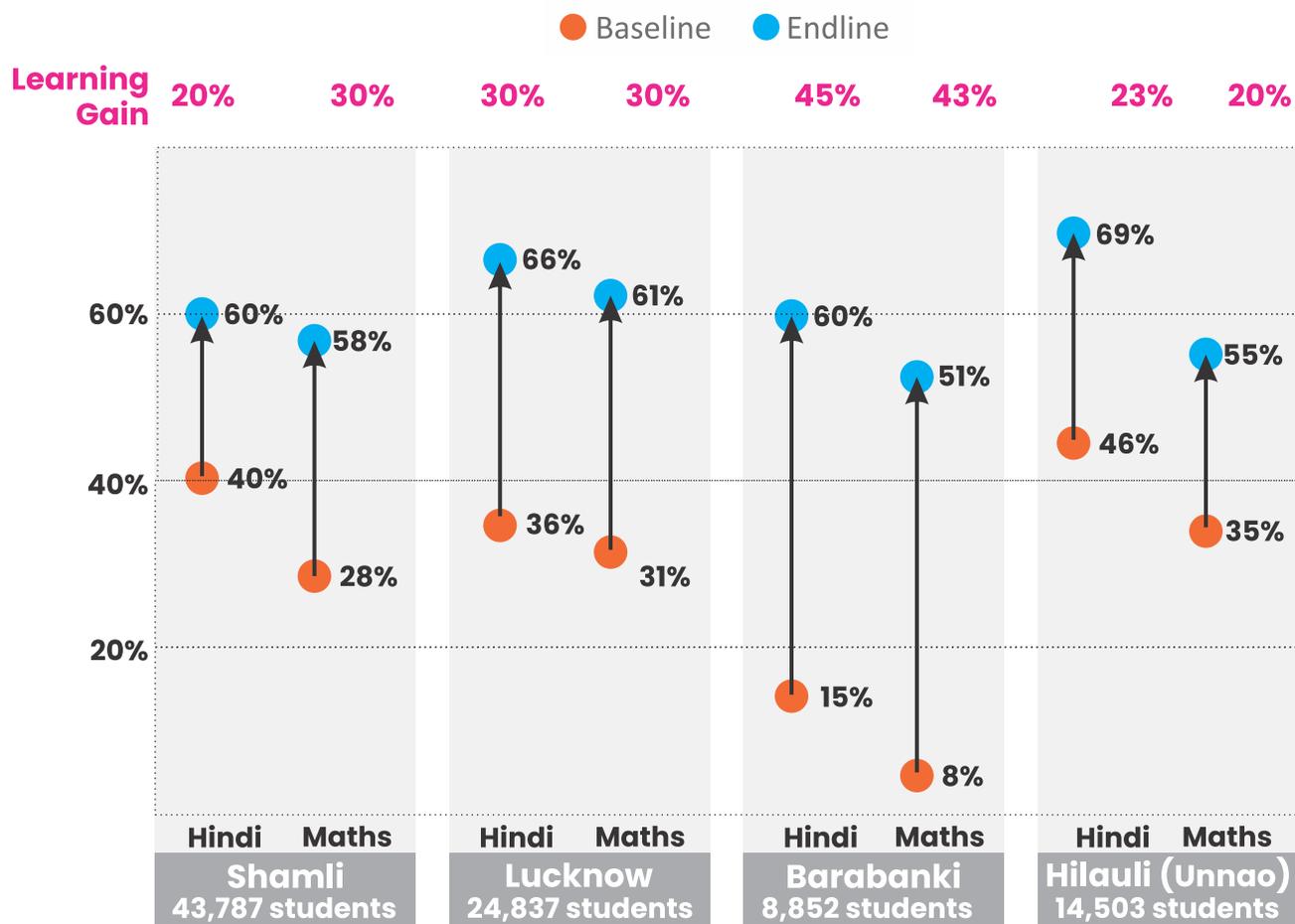

Grade 3 Literacy

Daily Language: 20%, 18%, 9%
Compre-hension: 8%, 5%, -4%

Grade 3 Competency Gains NAS 2021 to PRS 2024
Grade 3 Numeracy

Legend:
- ALfA (4 Districts)
- Uttar Pradesh
- India

Length: 24%, 19%, 12%
Patterns: 21%, 16%, 13%
Division: 20%, 17%, 7%
Addition & Subtraction: 20%, 14%, 5%
Shapes: 14%, 10%, 7%
Time: 2%, -3%, -10%
Place Value: 1%, -2%, -9%

The NAS 2021 and PRS 2024 had slightly different competencies, for instance, NAS included 3 digit numbers whereas PRS was only up to 2- digit numbers. The above analysis compares similar competencies.

NAS 2021		PRS 2024	
M312	Estimates and measures **length** and distance using standard units like centimetres or meters & identifies relationships	C-8.9	Select appropriate tools and units to perform simple measurements of **length**, weight, and volume of objects in their immediate environment.
M318	Extends **patterns** in simple shapes and numbers	C-8.2	Identifies and extends simple **patterns** in their surroundings, shapes, and numbers.
L312	Reads printed scripts on the **classroom walls**: poems, posters, charts etc.	C-9.7	Knows and uses enough words to carry out **day-to-day interactions** effectively and can guess the meaning of new words by using existing vocabulary
M306	Explains the meaning of **division** facts by equal grouping/sharing and finds it by repeated subtraction	C-8.7	Recognises multiplication as repeated addition and **division** as equal sharing
M303	Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping	C-8.6	Performs **addition and subtraction** of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems
M309	Identifies and makes 2D-**shapes** by paper folding. paper cutting on the dot grid, using straight lines etc.	C-8.8	Recognises, makes, and classifies basic geometric **shapes** and their observable properties, and understands and explains the relative relation of objects in space
L304	Reads small texts with **comprehension**, i.e., identifies main ideas, details, sequence and draws conclusions	C-10.5	Reads short stories and **comprehends** their meaning – by identifying characters, storyline and what the author wants to say – on their own
M302	Compares numbers up to 999 based on their **place values**	C-8.5	Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal **place value** system
M317	Reads the **time** correctly to the hour using a clock/watch	C-8.10	Performs simple measurements of **time** in minutes, hours, day, weeks and months

THIRD PARTY ASSESSMENTS

Across the different districts of Uttar Pradesh, students showed dramatic improvement in learning levels, as indicated by comprehensive & difficult third-party tests, which measure each competency specified in NIPUN Bharat and NAS.

Learning gains in third-party assessments (pilot implementations) across 4 Districts

Legend: ● Baseline ● Endline

| Learning Gain | 20% | 30% | 30% | 30% | 45% | 43% | 23% | 20% |

Shamli — 43,787 students
- Hindi: Baseline 40%, Endline 60%
- Maths: Baseline 28%, Endline 58%

Lucknow — 24,837 students
- Hindi: Baseline 36%, Endline 66%
- Maths: Baseline 31%, Endline 61%

Barabanki — 8,852 students
- Hindi: Baseline 15%, Endline 60%
- Maths: Baseline 8%, Endline 51%

Hilauli (Unnao) — 14,503 students
- Hindi: Baseline 46%, Endline 69%
- Maths: Baseline 35%, Endline 55%

TEACHER TRAINING AT SCALE

Training is provided to the Middle-Level Leaders of the government, head teachers and teachers in three formats: offline, online and cascade. Online training (MOOT: Massive Open Online Training) has been made highly interactive and effective with some states now more keen on online over physcial training.

PHYSICAL TRAINING

Over the past three years, DEVI has trained and empowered **over 10,000 teachers,** principals and government officials . Participants build deep practical understanding of the ALfA pedagogy through:
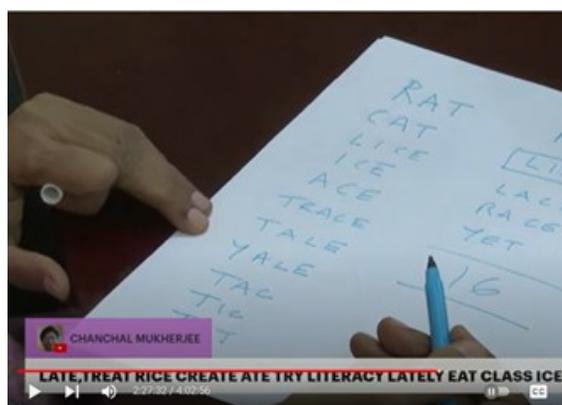
✓ Role-plays & Hands-on activities

✓ Paired learning practice

✓ Classroom videos

✓ Quizzes and Q&A

Physical Training

ONLINE MOOT (MASSIVE OPEN ONLINE TRAINING)

80+ COUNTRIES | 100,000 PARTICIPANTS

Top chat replay ∨

V Nimmi Shukla 16 words

U Usha Rajesh Sharma 28

S Saimon's reality, literacy: 23

J Jagjeet Kaur fascinating activity

Audience polls on online training modality were overwhelmingly positive (see one of the largest MOOT feedback below). Most participants also opted for the online training end-test and certificate, indicating strong engagement.

Questions to ONLINE Trainees	Feedback
Has the online format of this MOOT been effective for you?	Yes 93% Somewhat 5% No 1%
Do you want to adopt the ALfA pedagogy and processes in your classes?	Yes 90% Maybe 10% No 0%
Do you want to adopt paired learning in your classes?	Yes 100% Maybe 0% No 0%
How did you find today's training?	Excellent 73% Quite good 22% Ok 3% Nothing new 0%

MONITORING & SUPERVISION

DEVI trains the middle level leaders for supportive supervision, provide monitoring checklists and apps. Our field staff regularly visit schools with them. They actively participate in government meetings at block and district levels, and work alongside government.

Click Here

Click/Scan QR to experience an ALfA training

Click Here
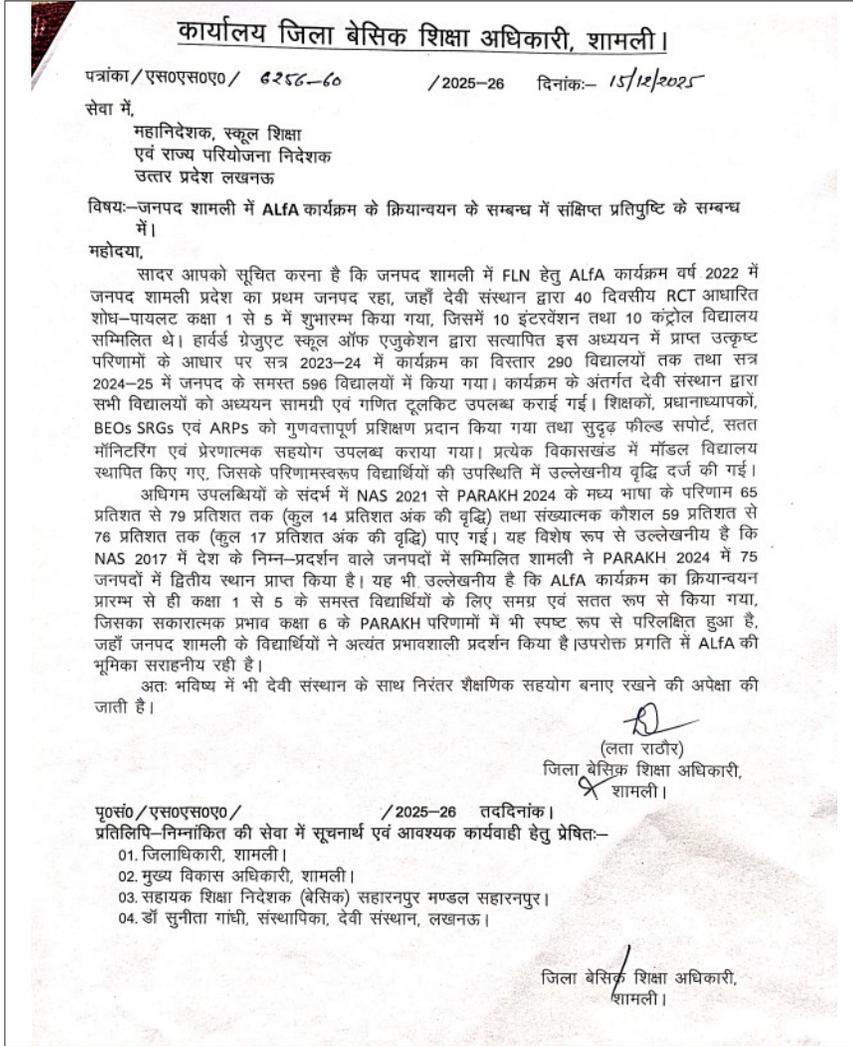
Click/Scan QR to watch our training playlist

Click Here

Click/Scan QR to experience the MOOT yourself

SHAMLI DISTRICT, UP, CASE STUDY
FROM LPD 2022 TO RANK 2 OF 75 DISTRICTS (PRS)

कार्यालय जिला बेसिक शिक्षा अधिकारी, शामली।

पत्रांका / एस0एस0ए0 / 6256–60 / 2025–26 दिनांक:– 15/12/2025

सेवा में,

महानिदेशक, स्कूल शिक्षा
एवं राज्य परियोजना निदेशक
उत्तर प्रदेश लखनऊ

विषयः–जनपद शामली में ALfA कार्यक्रम के क्रियान्वयन के सम्बन्ध में संक्षिप्त प्रतिपुष्टि के सम्बन्ध में।

महोदया,

सादर आपको सूचित करना है कि जनपद शामली में FLN हेतु ALfA कार्यक्रम वर्ष 2022 में जनपद शामली प्रदेश का प्रथम जनपद रहा, जहाँ देवी संस्थान द्वारा 40 दिवसीय RCT आधारित शोध–पायलट कक्षा 1 से 5 में शुभारम्भ किया गया, जिसमें 10 इंटरवेंशन तथा 10 कंट्रोल विद्यालय सम्मिलित थे। हार्वर्ड ग्रेजुएट स्कूल ऑफ एजुकेशन द्वारा सत्यापित इस अध्ययन में प्राप्त उत्कृष्ट परिणामों के आधार पर सत्र 2023–24 में कार्यक्रम का विस्तार 290 विद्यालयों तक तथा सत्र 2024–25 में जनपद के समस्त 596 विद्यालयों में किया गया। कार्यक्रम के अंतर्गत देवी संस्थान द्वारा सभी विद्यालयों को अध्ययन सामग्री एवं गणित टूलकिट उपलब्ध कराई गई। शिक्षकों, प्रधानाध्यापकों, BEOs SRGs एवं ARPs को गुणवत्तापूर्ण प्रशिक्षण प्रदान किया गया तथा सुदृढ़ फील्ड सपोर्ट, सतत मॉनिटरिंग एवं प्रेरणात्मक सहयोग उपलब्ध कराया गया। प्रत्येक विकासखंड में मॉडल विद्यालय स्थापित किए गए, जिसके परिणामस्वरूप विद्यार्थियों की उपस्थिति में उल्लेखनीय वृद्धि दर्ज की गई।

अधिगम उपलब्धियों के संदर्भ में NAS 2021 से PARAKH 2024 के मध्य भाषा के परिणाम 65 प्रतिशत से 79 प्रतिशत तक (कुल 14 प्रतिशत अंक की वृद्धि) तथा संख्यात्मक कौशल 59 प्रतिशत से 76 प्रतिशत तक (कुल 17 प्रतिशत अंक की वृद्धि) पाए गई। यह विशेष रूप से उल्लेखनीय है कि NAS 2017 में देश के निम्न–प्रदर्शन वाले जनपदों में सम्मिलित शामली ने PARAKH 2024 में 75 जनपदों में द्वितीय स्थान प्राप्त किया है। यह भी उल्लेखनीय है कि ALfA कार्यक्रम का क्रियान्वयन प्रारम्भ से ही कक्षा 1 से 5 के समस्त विद्यार्थियों के लिए समग्र एवं सतत रूप से किया गया, जिसका सकारात्मक प्रभाव कक्षा 6 के PARAKH परिणामों में भी स्पष्ट रूप से परिलक्षित हुआ है, जहाँ जनपद शामली के विद्यार्थियों ने अत्यंत प्रभावशाली प्रदर्शन किया है।उपरोक्त प्रगति में ALfA की भूमिका सराहनीय रही है।

अतः भविष्य में भी देवी संस्थान के साथ निरंतर शैक्षणिक सहयोग बनाए रखने की अपेक्षा की जाती है।

(लता राठौर)
जिला बेसिक शिक्षा अधिकारी,
शामली।

पृ0सं0 / एस0एस0ए0 / / 2025–26 तददिनांक।
प्रतिलिपि–निम्नांकित की सेवा में सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषितः–
01. जिलाधिकारी, शामली।
02. मुख्य विकास अधिकारी, शामली।
03. सहायक शिक्षा निदेशक (बेसिक) सहारनपुर मण्डल सहारनपुर।
04. डॉ सुनीता गांधी, संस्थापिका, देवी संस्थान, लखनऊ।

जिला बेसिक शिक्षा अधिकारी,
शामली।

"Notably, our district which was considered 'low performing' in NAS 2017 rose to rank 2 of 75 districts of UP in PRS 2024. The remarkable improvement is clear and visible. ALfA has played a commendable role in this dramatic improvement."

A letter written by Lata Rathoure, BSA Shamli, to DGSE UP, 15 December 2025

Read letters from BSAs of Lucknow, Unnao, Barabanki

Click Here

Achieving FLN in 45 Days & Going Beyond

to watch accounts of teachers and BSA citing **attendance improvement**; get a glance into ALfA classes.

Click Here

to view news report by **The Print** on ALfA implementation in Shamli.

Click Here

SHAMLI
GLOBAL VALIDATION FROM HARVARD UNIVERSITY

HGSE Book, '*Rebuilding Resilient Education Systems After the Covid-19 Pandemic*', Chapter 8 documents the learning gains from the ALfA program in Shamli, and recommends its widespread adoption by UP government.

> "The effect size of the project was **0.23 for Grade 3** students and **0.89 for Grade 5**... the results suggest there is significant value in pursuing the ALFA model in other schools if implemented in a coherent, structured, and coordinated manner.

> We **recommend the UP government incorporate the promising ALfA pedagogy** developed by DEVI for the first 6 weeks to quickly establish a strong FLN foundation."

Click Here

Click or scan QR to check out the book
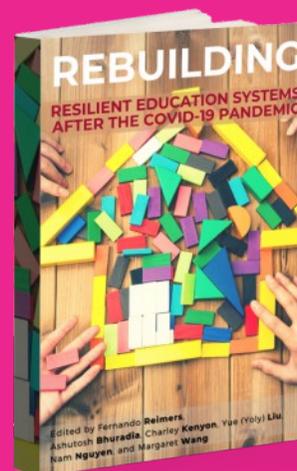
by Prof. Fernando Reimers, et. al. Harvard Graduate School of Education
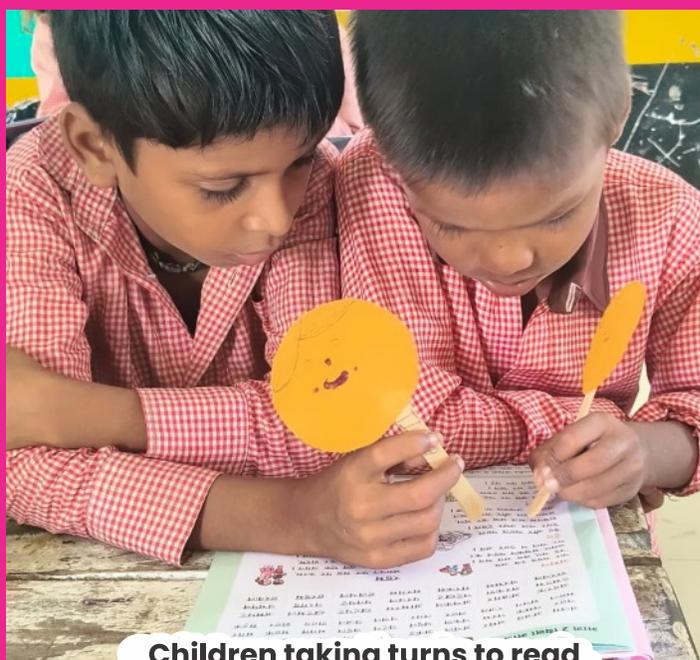
Children taking turns to read using Tina-Toto puppets

Effect size is a statistical measure of an intervention's impact. A business-as-usual school year in developing countries typically raises literacy levels by **0.15 to 0.21** standard deviations. This means that the ALfA 45-day intervention raised learning levels by the equivalent of **2-4 years worth of school.**

Reference: Evans, David K.; Yuan, Fei. 2019. Equivalent Years of Schooling: A Metric to Communicate Learning Gains in Concrete Terms. Policy Research Working Paper;No. 8752. World Bank, Washington, DC.

HIMACHAL PRADESH

Whole State MOU
12 Districts
10,300 schools
2.8 lakh students

LEADERSHIP SUPPORT

> ALfA has already produced excellent results in the far-flung blocks of Solan and Shimla. I'm fully confident that it will keep improving children's learning levels as it spreads.

Shri Rohit Thakur
Hon Education Minister, HP

Click Here

Scan QR for speech at Leadership Circle (by DEVI), Lucknow

> We have to think out of the box. ALfA pedagogy - with its emphasis on paired and play-based learning, captivates children. This is the type of innovation that will help our children.

Shri Ashish Kohli
Director of Elementary Education, HP

Click Here

Scan QR for the whole speech

> Children learn best when they're learning with joy. I'm excited by the ALfA pedagogy, it is enabling our teachers to do wonders and close the learning gap.

Smt Manjula Devi
FLN Coordinator, HP

Click Here

Scan QR for the whole speech

POLICY + PEDAGOGY: HP / SOLAN

Under the Government of Himachal Pradesh's strong FLN policy, the state recorded India's largest gains from NAS 2021 to PARAKH/PRS 2024: **+16 pp** in Grade 3 Language and **+19 pp** in Math. Within this statewide improvement, Solan stood out with **+18 pp (Language) and +23 pp (Math)**. ALfA began with a pilot in Solan (2023) and scaled to the entire district (2024). By the PRS in Nov 2024, Solan showed **major learning gains**. DEVI has partnered with the HP government on a three-year MOU. This included a high-level delegation to Lucknow led by the Hon. Education Minister, HP, Shri Rohit Thakur, to see ALfA in action.

Watch ALfA Class Videos from Solan & Shimla

Solan made above state average gains from NAS 2021 to PRS 2024 in Grade 3

Data Sources: Click/ Scan QR

NAS 2021
Click Here

PRS 2024
Click Here

Language

	India	HP	Solan
	+2 pp	Policy Impact +16 pp	Policy + Pedagogy Impact +18 pp
NAS 2021	62%	60%	57%
PRS 2024	64%	76%	75%

Mathematics

	India	HP	Solan
	+3 pp	Policy Impact +19 pp	Policy + Pedagogy Impact +23 pp
NAS 2021	57%	53%	50%
PRS 2024	60%	72%	73%
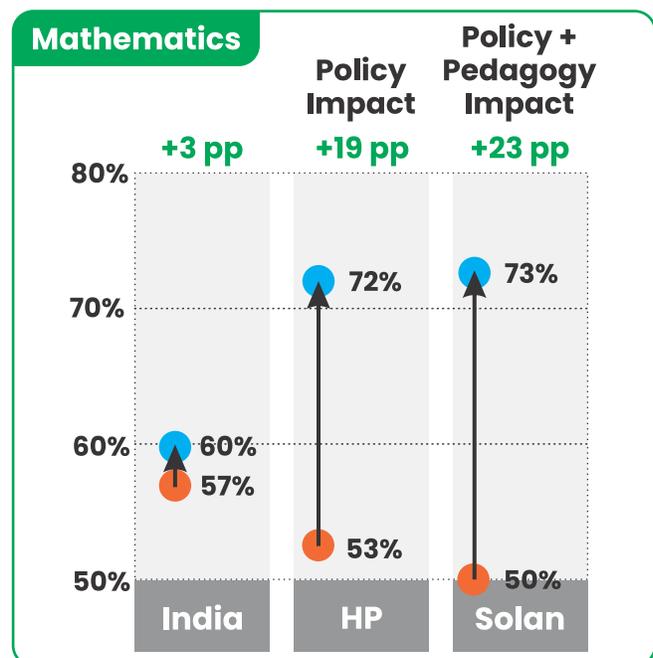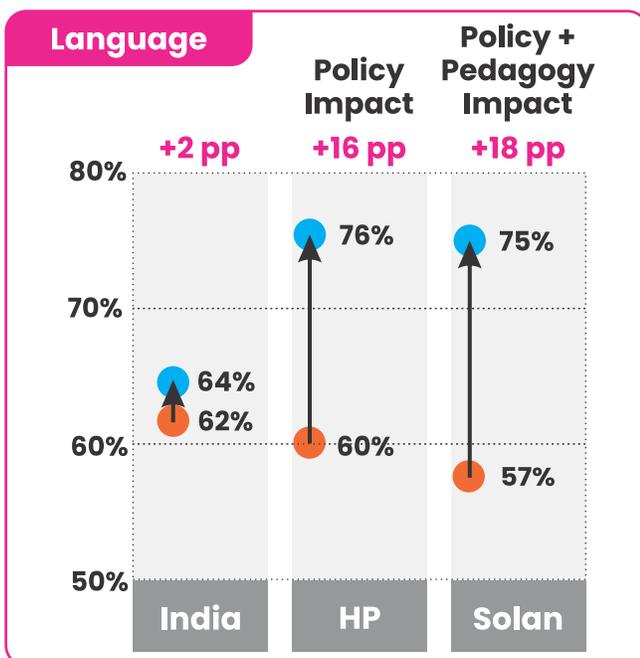
PHASE 1 PILOT RESULTS SOLAN (HP)

Of the 476 schools implementing ALfA, 89 were selected using a random number generator, then tested using a tool that measured children's achievement of NIPUN Bharat competencies. The assessment was conducted under the purview of DIET, by trained DIET students. Students' test scores increased by between 6 and 12 percentage points after just over 30 implementation days. In general, students' baseline scores were lower in maths compared to Hindi, but they also showed more dramatic numeracy improvements.

Click Here

Click or Scan the QR to read more reports from other geographies.

Learning gains from baseline to endline

Grade 2

	Hindi	Maths
	+6 pp	+10 pp
Endline	69%	60%
Baseline	63%	50%

Grade 3

	Hindi	Maths
	+6 pp	+12 pp
Endline	71%	56%
Baseline	65%	44%
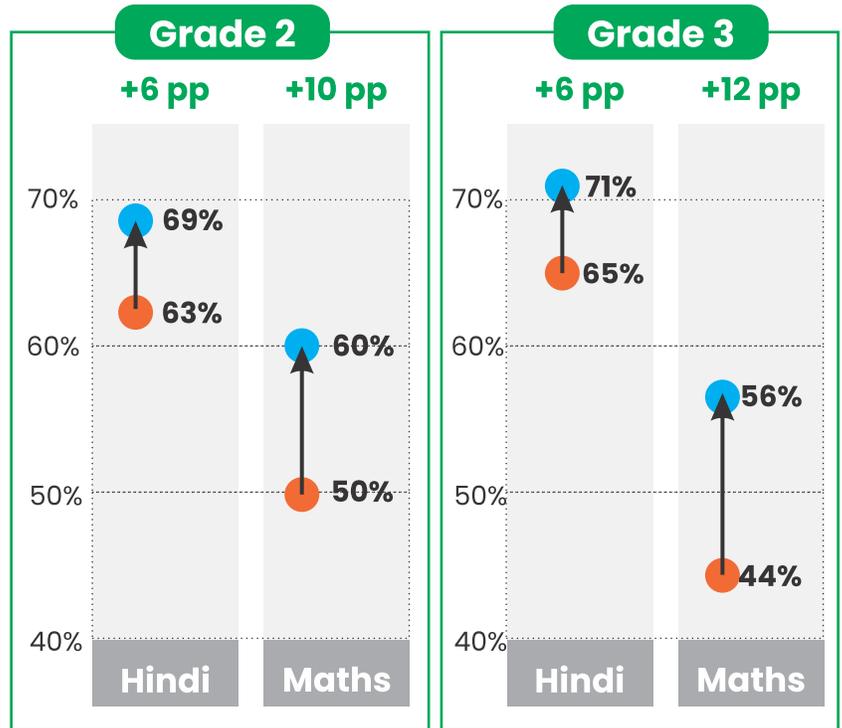
● Endline (Feb 2024) ● Baseline (Dec 2023)

Clap–Snap Numbers
Kinesthetic Pair Routine
1 clap = 10, 1 snap = 1

PHASE 2 RESULTS SOLAN & SHIMLA

After the successful pilot, in 2025 implementation expanded to the whole of Solan district and 6 blocks of Shimla. All grades made substantial progress in Hindi reading: an average of 12 percentage points. Similarly writing gained 10 percentage points (pp), and arithmetic 8 percentage points (pp).

Generally the younger grades made the biggest jump, with Grade 2 improving by 14pp and Grade 3 by 13 pp.

Learning gains from baseline to endline

Grade 2

+16 pp	+17 pp	+10 pp

- Reading: 82% (Endline), 66% (Baseline)
- Writing: 66% (Endline), 49% (Baseline)
- Maths: 57% (Endline), 47% (Baseline)

Grade 3

+14 pp	+14 pp	+12 pp

- Reading: 87% (Endline), 73% (Baseline)
- Writing: 73% (Endline), 59% (Baseline)
- Maths: 67% (Endline), 55% (Baseline)
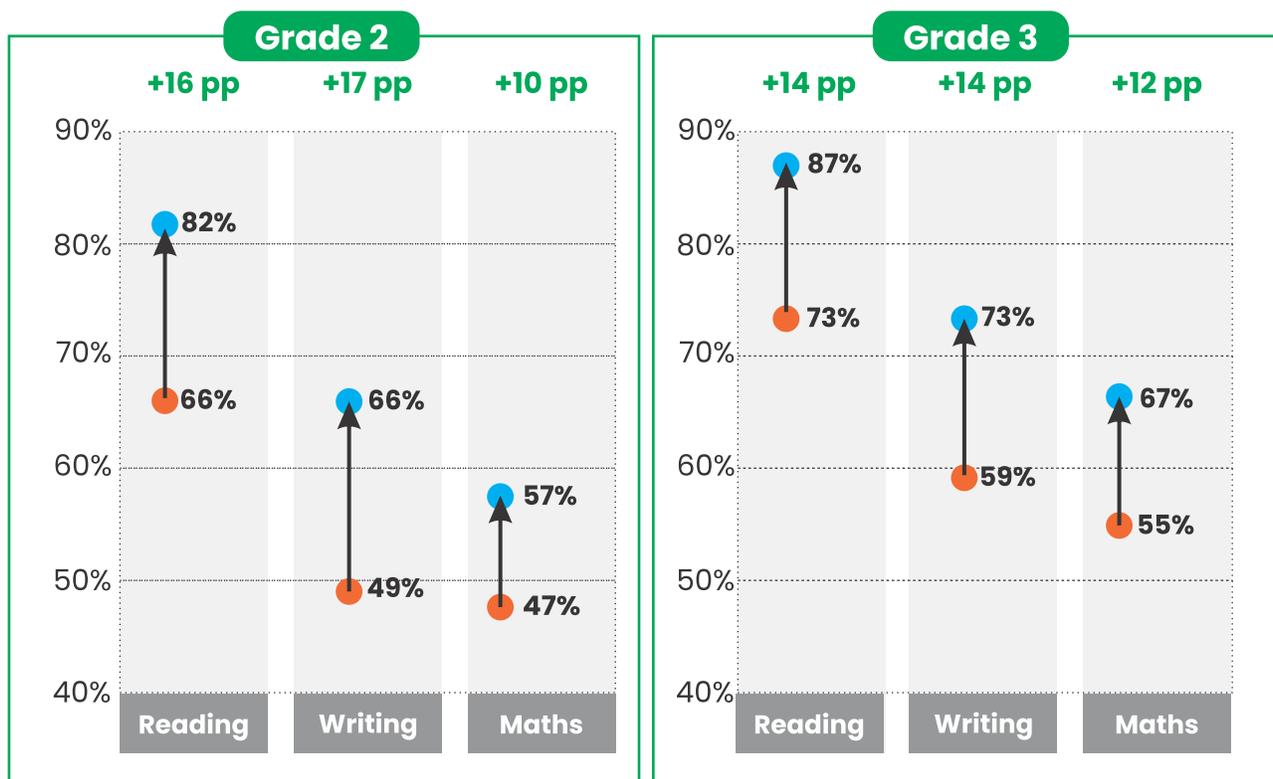
Tests were conducted in 2 randomly selected schools per block, under the purview of DIET.

- Endline (Nov 2025)
- Baseline (May 2025)

Scan QR for full results

Click Here

PROFICIENCY LEVEL ANALYSIS

The tercile analysis shows a dramatic improvement in the learning levels in Grade 2 & 3.

The proportion of Grade 2 students in the 'proficient' category rose from 22% to 56%. For Grade 3, it improved from 45% to 69%.

Scan QR to hear a teacher on how ALfA works

Click Here

Mrs. Bindu Mahajan
GCPS Chamat Bharech Block Solan (HP)

Student Proficiency levels, Baseline to Endline

Grade 2

	Baseline	Endline
Proficient	22%	56%
Basic	69%	37%
Below Basic	8%	8%

Grade 3

	Baseline	Endline
Proficient	45%	69%
Basic	46%	26%
Below Basic	9%	6%

■ Proficient (67-100% marks)　■ Basic (33-67% marks)　■ Below Basic (0-33% marks)
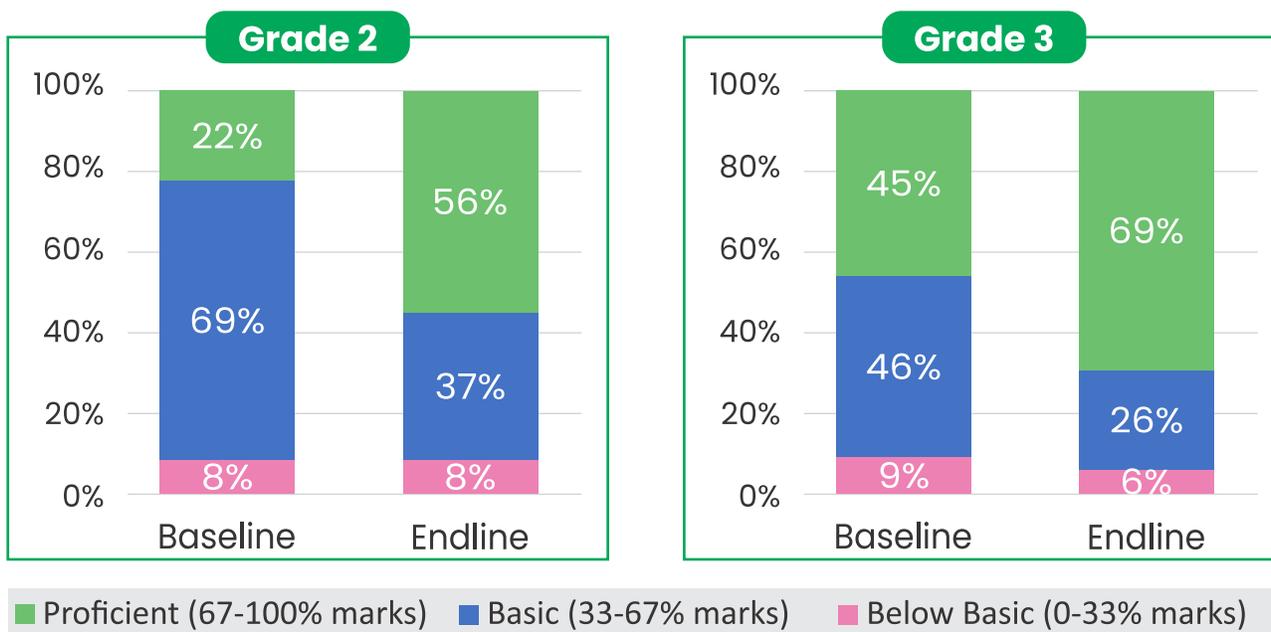
Using Tina-Toto Puppets Makes Learning Joyful & Interactive

NEP 2020 IN ACTION FAST + HOLISTIC

Key Insight: When pedagogy shifts from being teacher-led to active child-to-child interaction; learning becomes faster, fairer, more durable and more holistic for every learner.

Equity at scale: Random pairing strengthens holistic development by building equity, inclusion, 21st-century skills and SEL every day. As the teacher survey below shows, teachers who had implemented ALfA saw larger gains in their students' 21st century skills.

Student improvement in 8C Skills as 'huge' or 'significant'
(% of 1,592 Teachers in Himachal Pradesh & Uttar Pradesh, Nov 2025)

Difference	+24 pp	+24 pp	+22 pp	+22 pp	+20 pp	+17 pp	+16 pp	+15 pp
High completion	76%	82%	74%	75%	64%	70%	68%	63%
Low completion	52%	58%	52%	53%	44%	53%	52%	48%
Skill	Character	Collaboration	Communication	Creativity	Critical Thinking	Connectedness	Citizenship	Climate-Consciousness

● Teachers who had completed 80-100% of Hindi book (n=477)
● Teachers who had completed 0-40% of Hindi book (n=192)

MAHARASHTRA

Nandurbar (Aspirational District)
1400 Schools | 81,000 Students
Earlier Research Implementation in
4 + 4 Schools (402 + 615 students)

RRi RAPID RESULTS INITIATIVE
Explore. Expand. Embed.
FLN Foundational Literacy & Numeracy

In a 4+4 school implementation, non-ALfA schools made negligible learning gains whereas ALfA schools made huge jumps of 30 percentage points (50% to 80% in Marathi reading) to 51 percentage points (21% to 72% in numeracy).

Learning gains in ALfA vs Non-ALfA Schools | Grade 3 | Nandurbar, Maharashtra

Numeracy

+2 pp   +51 pp

100%
80%
60%   72%
40%
25%
23%   21%
20%
0%
non-ALfA   ALfA

Reading

+2 pp   +30 pp

100%
80%   80%
60%
50%
40%   36%
34%
20%
0%
non-ALfA   ALfA

Writing

+2 pp   +43 pp

100%
80%
73%
60%
40%
31%
21%
19%
20%
0%
non-ALfA   ALfA
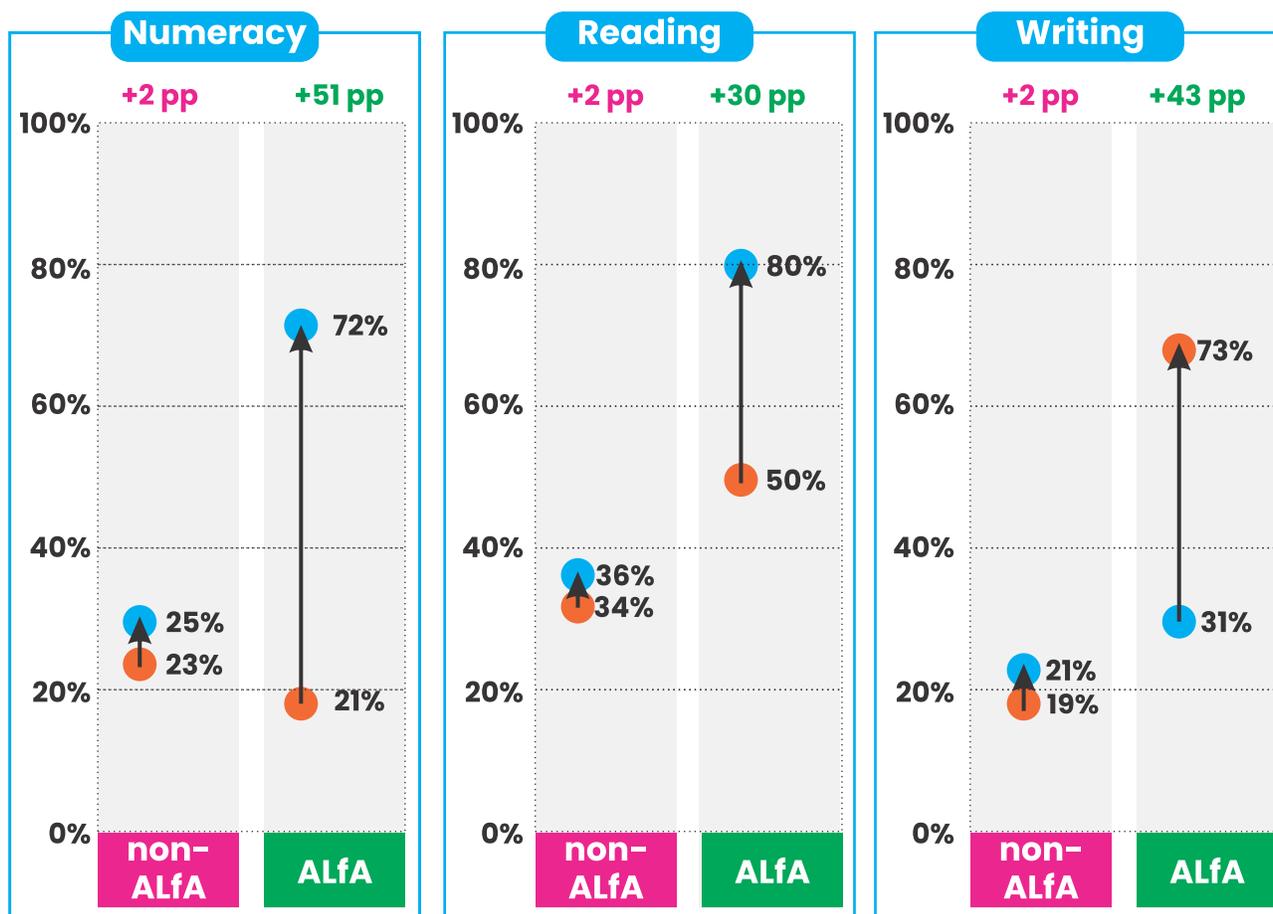
Tests were conducted in all 4 non-ALfA and 4 ALfA schools, under the purview of government officials.

● Endline (Sept 2025)
● Baseline (March 2025)

Scan QR for full results

Click Here

NANDURBAR, MAHARASHTRA
COMPETENCY ANALYSIS READING

The endline test given is scientifically similar to the baseline (though not identical), allowing a genuine measurement of progress. The Pragati App generates a detailed personalized report card at multiple levels (child, class, school, district) which shows with a colour code which topics have been mastered and which need more work. Pragati report cards enable children to focus on their progress over time rather than comparing against others.

Endline Comparison: Average scores on specific competencies, Non-ALfA & ALfA

Word level: completing a word

शब्द पूर्ण करण्यासाठी योग्य अक्षरे भरा.

म ग र
फ ण
क ळ
उ ळ

	Grade 3	Grade 4
Non-ALfA	59%	65%
ALfA	95%	99%
Difference	36%	34%
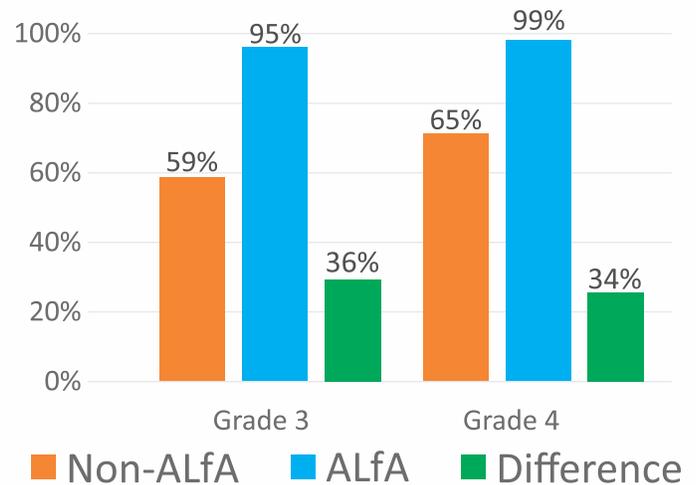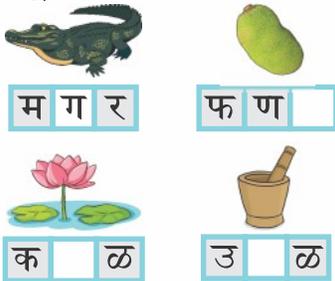
Comprehension: reading with understanding

एक लहान चिमणी दररोज सकाळी आपल्या घरट्यातून उडून शेतात जात होती. तिथे ती आपल्या पिलासाठी अन्न शोधत होती आणि संध्याकाळी परत येत होती. चिमणी आपल्या पिलाची खूप काळजी करत होती.

चिमणी कुठे जात होती?
☐ जंगलात   ☑ शेतात
☐ नदीत

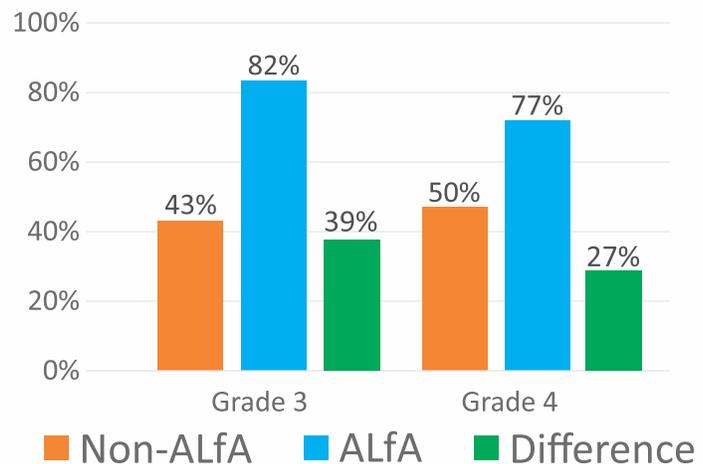|	Grade 3	Grade 4
Non-ALfA	3%	13%
ALfA	57%	67%
Difference	54%	54%
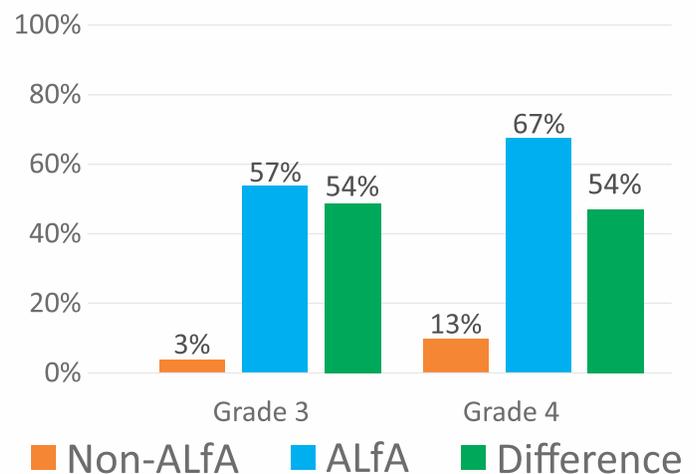
NANDURBAR, MAHARASHTRA
COMPETENCY ANALYSIS WRITING
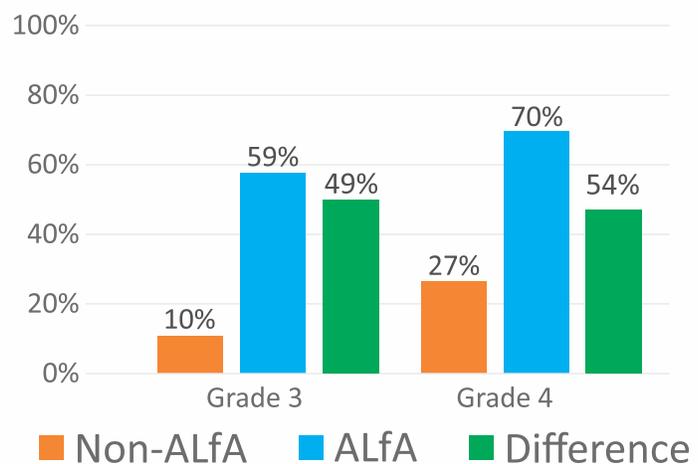**Endline Comparison: Average scores on specific competencies, Non-ALfA & ALfA**

Writing words

Make five words using letters provided.

दिलेल्या अक्षरापासून पाच शब्द बनवा

आ म
ण वा
र सा घ
री बा ह

Writing words chart (Grade 3 / Grade 4)

- Grade 3: Non-ALfA 41%, ALfA 84%, Difference 43%
- Grade 4: Non-ALfA 43%, ALfA 84%, Difference 41%

Legend: ■ Non-ALfA ■ ALfA ■ Difference
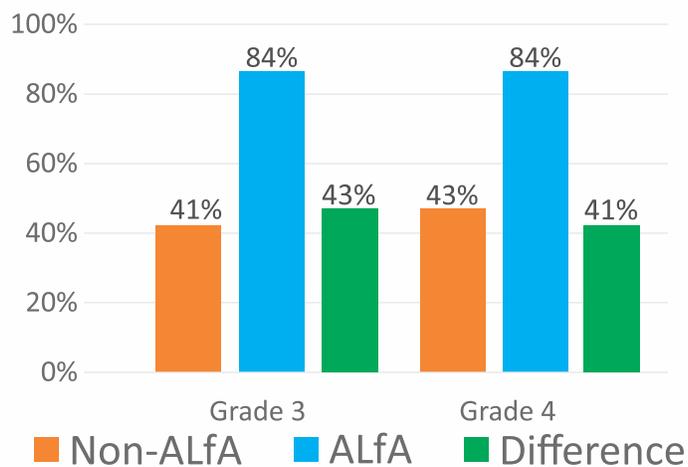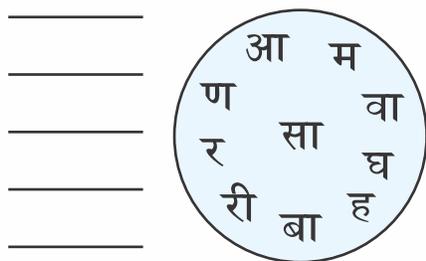
Writing Sentences

Make five sentences using the words provided.

खालील दिलेल्या शब्दांपासून वाक्य तयार करा

घर _____
औत _____
चिमणी _____
झाड _____

Writing Sentences chart (Grade 3 / Grade 4)

- Grade 3: Non-ALfA 5%, ALfA 70%, Difference 65%
- Grade 4: Non-ALfA 17%, ALfA 67%, Difference 54%

Legend: ■ Non-ALfA ■ ALfA ■ Difference
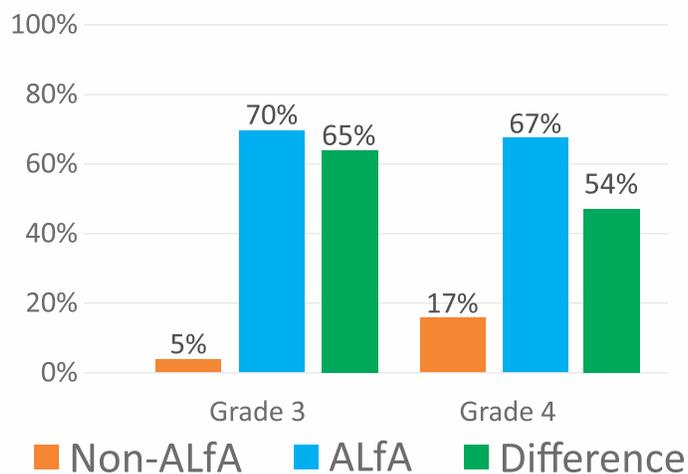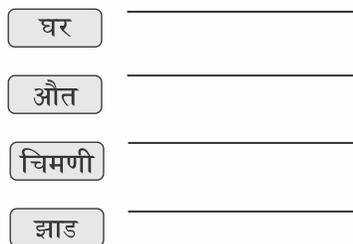
NANDURBAR, MAHARASHTRA
COMPETENCY ANALYSIS NUMERACY
Endline Comparison: Average scores on specific competencies, Non-ALfA & ALfA

2-digit addition

	T	O				T	O
	4	0				2	8
+	3	5			+	3	6

Grade 3: Non-ALfA 43%, ALfA 82%, Difference 39%
Grade 4: Non-ALfA 50%, ALfA 77%, Difference 27%

- Non-ALfA
- ALfA
- Difference

Division

9	÷	3	=
7	6	÷	4	=

Grade 3: Non-ALfA 10%, ALfA 59%, Difference 49%
Grade 4: Non-ALfA 27%, ALfA 70%, Difference 54%

- Non-ALfA
- ALfA
- Difference

Data Handling

Grade 3: Non-ALfA 6%, ALfA 71%, Difference 65%
Grade 4: Non-ALfA 13%, ALfA 79%, Difference 66%

- Non-ALfA
- ALfA
- Difference
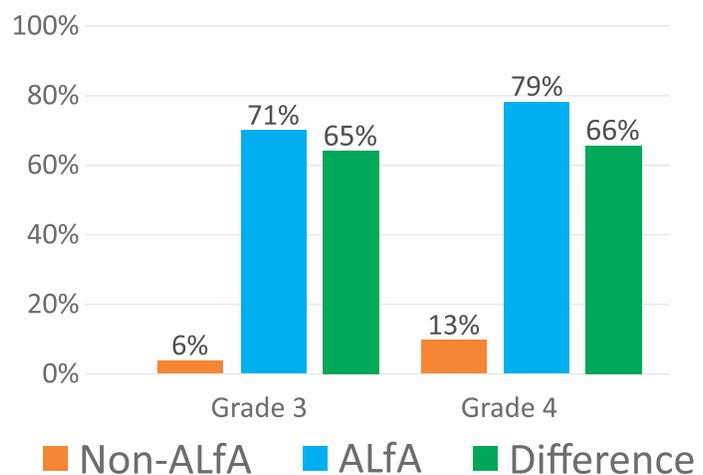
JHARKHAND

1 Aspirational District (Ranchi)
2,100 Schools | 90,000 Students
Earlier Research Implementation in
4+4 Schools (902 + 651 Students)

STRONG GAINS ON GOVT TESTS

A government-conducted NIPUN assessment **MVNMBN** (Mera Vidyalaya Nipun, Main Bhi Nipun) in November 2025 confirmed the greater impact of ALfA FLN.

Of the four intervention (ALfA) schools, three achieved the 'NIPUN-Gold' category (scoring 90–100%). One school achieved the Silver category (80–90%).

Out of the four schools in the non-intervention (non-ALfA) group, one school achieved Gold, one Bronze (70–80%), and two remained non-NIPUN in the same period.

ALfA Schools

GSS JAGANNATHPUR RANCHI–2	GMS BMP DORANDA RANCHI–2	GBMS NAMKUM	GPS BARA GHAGHRA RANCHI –2
GOLD	GOLD	GOLD	SILVER

Non-ALfA Schools

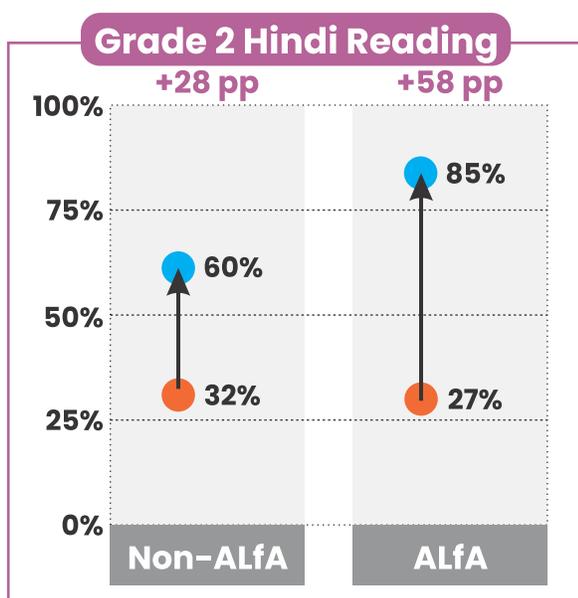| GUPG HIGH SCHOOL HATIA	GPS NEW ST DHURVA	GMS ISMAILIYA BALA DORANDA	GMS HINDPIRI HINDI RANCHI–2
GOLD	BRONZE		

RANCHI RAPID LITERACY GAINS

- Assessment was conducted with the support of government officials and ARPs along with DEVI Sansthan staff in a transparent process.

- Hindi reading scores increased dramatically from **27% to 85%** in Grade 2, and **36% to 90%** in Grade 3 - a rate of **learning gain double that of non-ALfA schools.**

- Writing scores also rocketed up from **5% to 55%** in Grade 2 and **15% to 64%** in Grade 3 **– learning gain triple that of control schools.**

- Grade 2 students in ALfA schools **outperformed** Grade 3 students in non-ALfA schools across both reading (85% vs 68%) and writing (55% vs 35%) at endline.
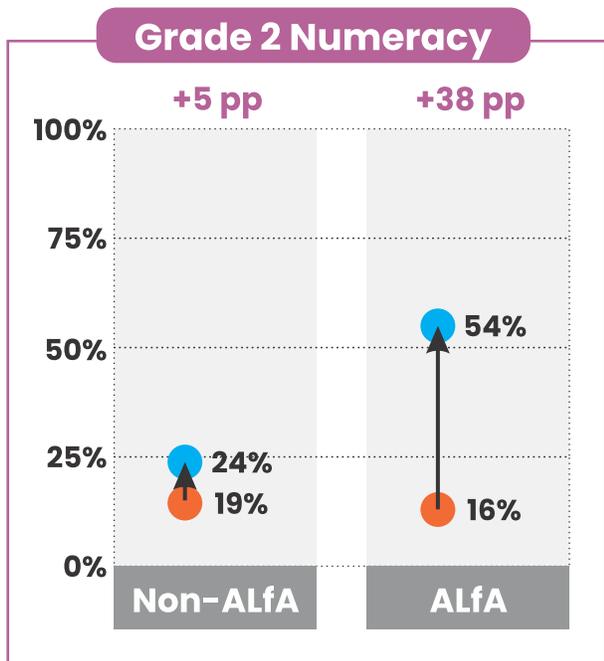
🔵 Endline
🔴 Baseline
+54 pp Learning Gain (pp)
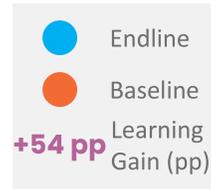
Learning Gains in Ranchi 4+4 School Research Implementation

Grade 2 Hindi Reading

+28 pp · +58 pp

	Non-ALfA	ALfA
Endline	60%	85%
Baseline	32%	27%

Grade 3 Hindi Reading

+29 pp · +54 pp

	Non-ALfA	ALfA
Endline	68%	90%
Baseline	39%	36%

Grade 2 Hindi Writing

+17 pp · +50 pp

	Non-ALfA	ALfA
Endline	22%	55%
Baseline	5%	5%

Grade 3 Hindi Writing

+18 pp · +49 pp

	Non-ALfA	ALfA
Endline	35%	64%
Baseline	17%	15 %
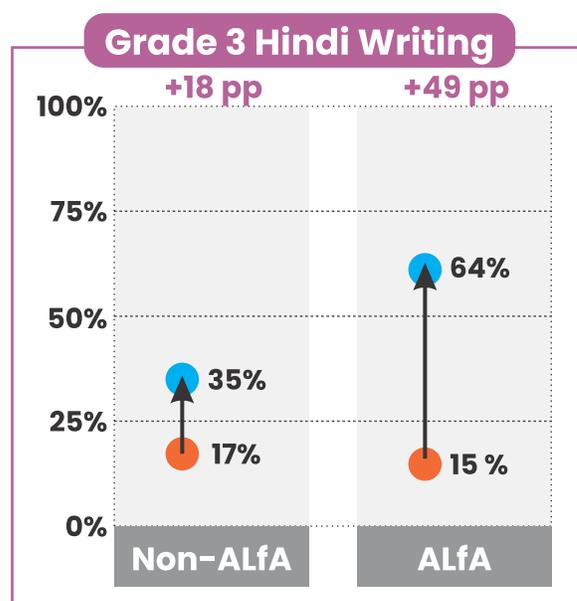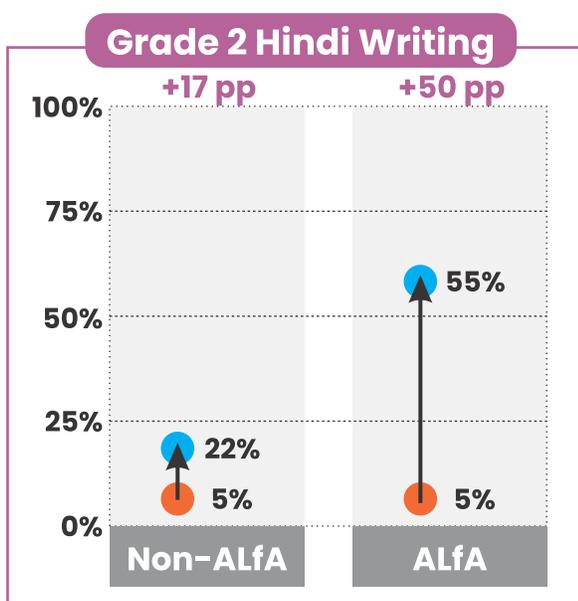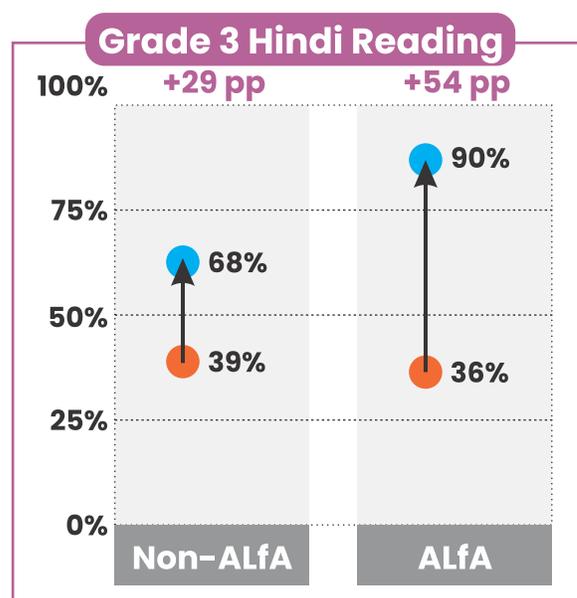
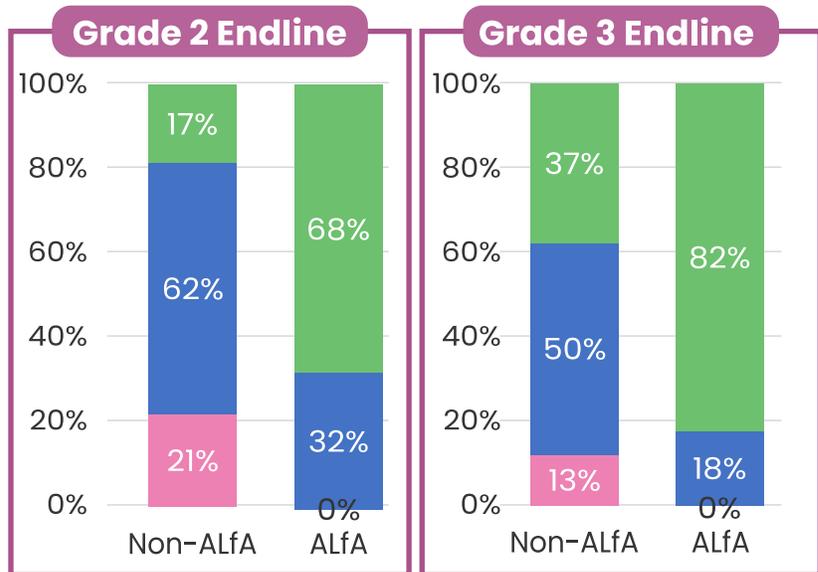# RANCHI RAPID NUMERACY GAINS

- Numeracy scores grew from **16% to 54% (Grade 2)** and **26% to 65% (Grade 3).**

- The rate of learning in schools using ALfA was **more than triple that of control schools.**

- Grade 2 students in ALfA schools(54% score) **outperformed** Grade 3 students in non-ALfA schools (42% score), indicating that the 6-month program has made more than a year's difference to student's learning levels.
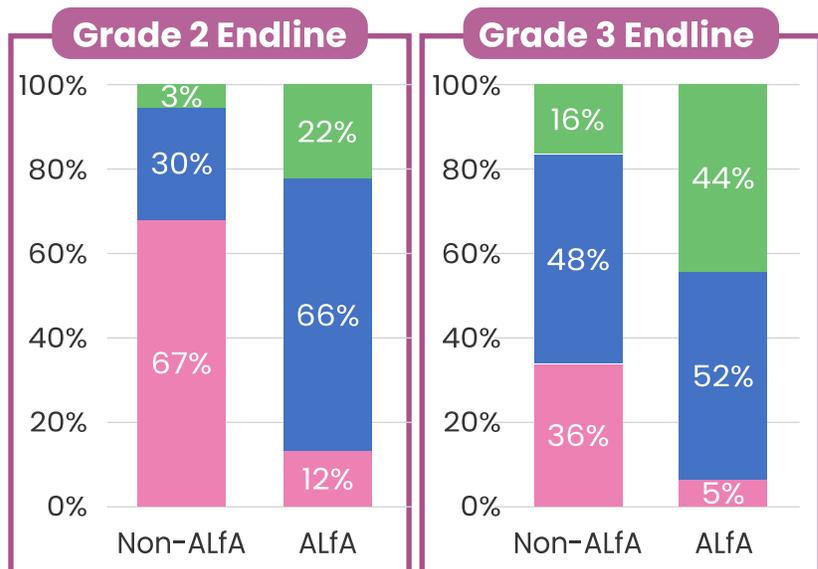
Grade 2 Numeracy

+5 pp   +38 pp

- 100%
- 75%
- 50%
- 25%
- 0%

54%
24%
19%
16%

Non-ALfA   **ALfA**

Grade 3 Numeracy

+13 pp   +39 pp

- 100%
- 75%
- 50%
- 25%
- 0%

65%
42%
29%
26 %
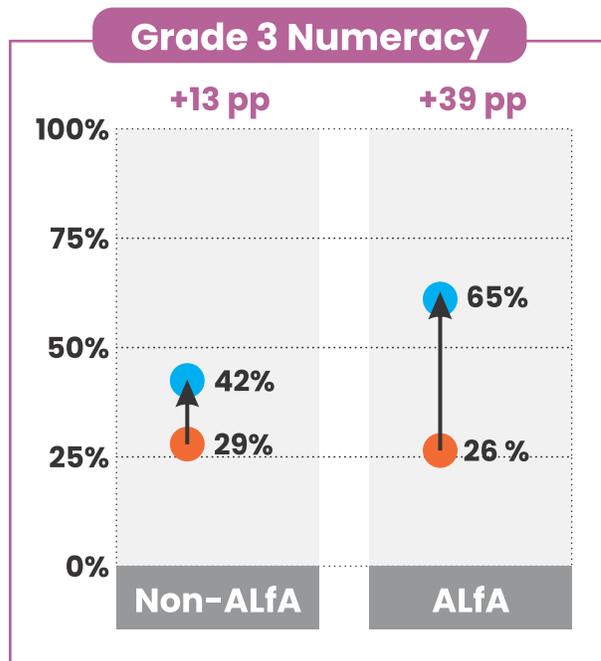
Non-ALfA   **ALfA**

RANCHI PROFICIENCY ANALYSIS

Literacy

- By the time of endline, **no students in ALfA schools scored below 33% in the literacy assessment**; but there were still 21% of Grade 2 and 13% of Grade 3 students in this bottom tercile in non–ALfA schools

- **2-4x more students in the ALfA schools reached the highly proficient category** than in non-ALfA schools (68% vs 17% in Grade 2, 82% vs 37% in Grade 3).

Grade 2 Endline

	Non-ALfA	ALfA
Proficient	17%	68%
Basic	62%	32%
Below Basic	21%	0%

Grade 3 Endline

	Non-ALfA	ALfA
Proficient	37%	82%
Basic	50%	18%
Below Basic	13%	0%

■ Proficient (67-100% marks)
■ Basic (33-67% marks)
■ Below Basic (0-33% marks)

Numeracy

- By the time of endline, **only 12% (Grade 2) and 5% (Grade 3)** of ALfA students were 'not proficient' in maths, compared to 5x higher figures in non-ALfA schools (Grade 2: 67%, Grade 3: 36%).

- **Far more students in the ALfA schools reached the highly proficient category** than in non-ALfA schools (3% vs 22% in Grade 2, 16% vs 44% in Grade 3).

Grade 2 Endline

	Non-ALfA	ALfA
Proficient	3%	22%
Basic	30%	66%
Below Basic	67%	12%

Grade 3 Endline

	Non-ALfA	ALfA
Proficient	16%	44%
Basic	48%	52%
Below Basic	36%	5%

■ Proficient (67-100% marks)
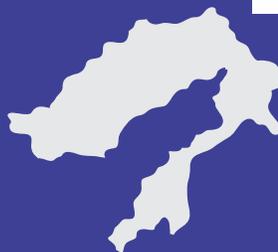■ Basic (33-67% marks)
■ Below Basic (0-33% marks)

ARUNACHAL PRADESH

1 Aspirational District (East Kameng)
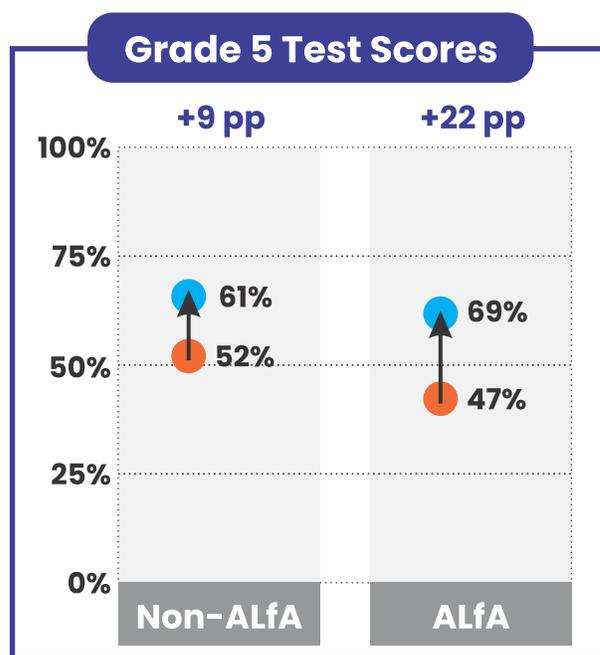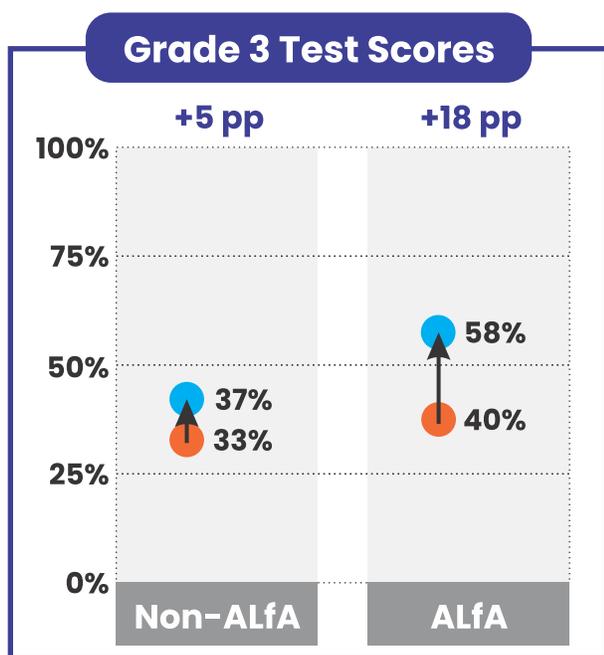**4 ALfA + 4 Non-ALfA Schools**
504 + 473 Students
Discussions Underway for Scale-Up

EAST KAMENG 3X LEARNING GAINS

ALfA schools made significantly larger learning gains across grades and subjects. The difference in progress between non-ALfA and ALfA groups was significant in both Grade 3 (Non-ALfA: 5%, ALfA: 18%) and Grade 5 (Non-ALfA: 9%, ALfA: 22%). Students using ALfA made **three times as much progress** (20%) as those not using ALfA (7%).

Grade 3 Test Scores

	Non-ALfA	ALfA
	+5 pp	+18 pp
Endline	37%	58%
Baseline	33%	40%

Grade 5 Test Scores

	Non-ALfA	ALfA
	+9 pp	+22 pp
Endline	61%	69%
Baseline	52%	47%

● Baseline (July 2025)   ● Endline (Dec 2025)

Scan to hear teachers' experiences of the ALfA program

Yadam Tajo Jomor
Click Here

Asha Devi Sonar
Click Here
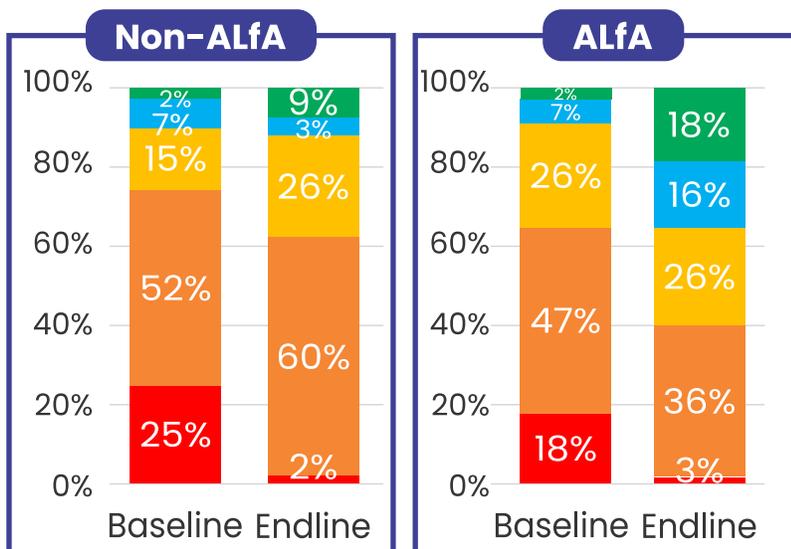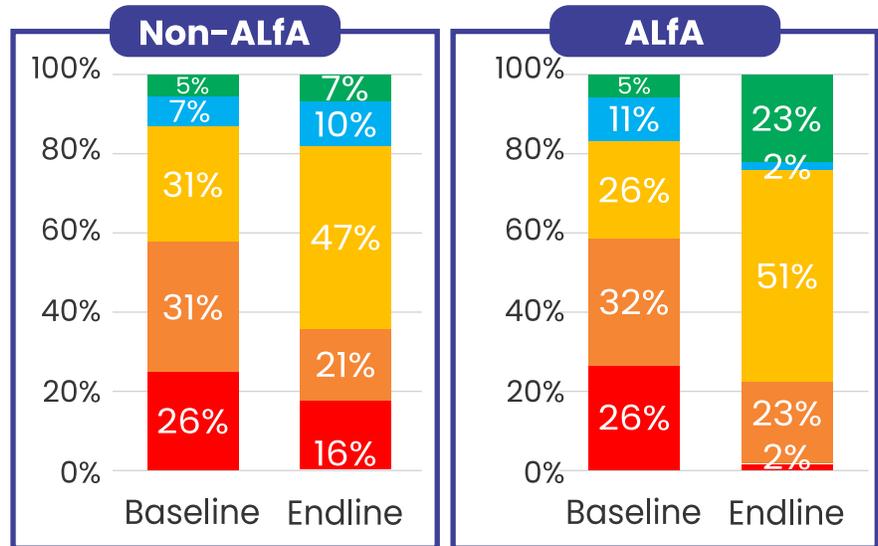
Anju Riang
Click Here

EAST KAMENG, ARUNACHAL
SUBJECT-WISE ANALYSIS

Hindi

At the baseline 26% of children in both non-ALfA and ALfA schools were not able to read even letters. By the endline, there were still 16% of children in non-ALfA schools in this category, but only 2% of children in ALfA schools.

At the other end of the scale, only 5% of children were able to read and comprehend paragraphs at baseline. This increased to just 7% in non-ALfA schools, but grew much more dramatically to 23% in ALfA schools.

Non-ALfA

	Baseline	Endline
Comprehension	5%	7%
Sentences	7%	10%
Words	31%	47%
Letters	31%	21%
Not even letters	26%	16%

ALfA

	Baseline	Endline
Comprehension	5%	23%
Sentences	11%	2%
Words	26%	51%
Letters	32%	23%
Not even letters	26%	2%

- 🟥 Not even letters
- 🟧 Letters
- 🟨 Words
- 🟦 Sentences
- 🟩 Comprehension

Non-ALfA

	Baseline	Endline
Word Problems		9%
Multiply & Divide	2%	3%
Add & Subtract	7%	26%
Numbers	15%	60%
	52%	
Not even numbers	25%	2%

ALfA

	Baseline	Endline
Word Problems		18%
Multiply & Divide	2%	16%
Add & Subtract	7%	26%
Numbers	26%	36%
	47%	
Not even numbers	18%	3%

- 🟥 Not even numbers
- 🟧 Numbers
- 🟨 Add & Subtract
- 🟦 Multiply & Divide
- 🟩 Word Problems

Maths

Students in ALfA schools also made strong progress in mathematics. In both non-ALfA and ALfA schools, 9% of children were able to do multiplication/division or word problems at baseline. This increased modestly to 12% at endline in non-ALfA schools, but in ALfA schools rocketed up to 34%. In non-ALfA schools, 62% of children remained at number level or below, compared to only 39% of children in ALfA schools.

ATTENDANCE SIGNAL OF SUCCESS

Joyful, fast progress brings children back—every day

Government policy has lifted enrolment after COVID. Now, we must bring children back every day. Across regions, ALfA schools show higher attendance—linked with improved academic outcomes.

Shamli, Uttar Pradesh

"**The attendance of children has improved drastically.**"
Mr Rahul Mishra
BSA, Shamli, UP (2022)
Shamli rose to rank 2 of 75 districts in PRS 2024, from being a Low-Performing District (NAS 2017).

Click Here

Hilauli, Uttar Pradesh

Attendance in Hilauli, UP, rose from 60% to 72% (mid-day meal data).

Hilauli rose from the bottom to became **rank 1 out of 17** blocks of Unnao in NAT 2023. It had 47% NIPUN schools compared to 15% for the entire district.

Click Here

Click Here

Attendance: Nandurbar, Maharashtra

In a research pilot in Nandurbar (Aspirational District, Maharashtra), attendance was markedly higher in four ALfA vs. four non-ALfA schools. The **baseline attendance** was similar: 44% **non-ALfA** vs 40% **ALfA**. By **endline**, **non-ALfA** attendance stood at 50% and **ALfA** attendance was 80% on average. Joyful, swift learning is drawing more students to school, creating a virtuous cycle: higher attendance ⟷ higher learning.

Attendance Gains Non-ALfA (Grades 3 & 4)

+28 pp	+6 pp	+8 pp	−18 pp

- Nand arkhe: Baseline 33%, Endline 61%
- Waghale: Baseline 53%, Endline 59%
- Koparli: Baseline 46%, Endline 54%
- Kolda: Baseline 45%, Endline 27%

Legend: Endline, Baseline
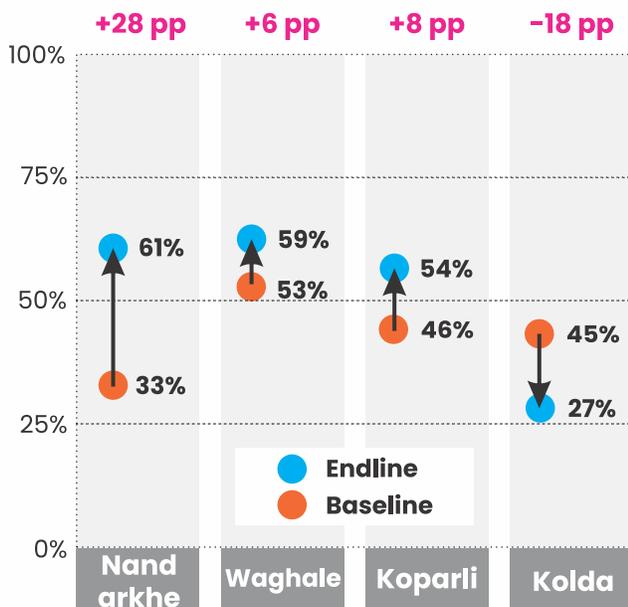
Attendance Gains ALfA (Grades 3 & 4)

+57 pp	+30 pp	+34 pp	+38 pp

- Vadvad: Baseline 37%, Endline 94%
- Umarde BK: Baseline 55%, Endline 85%
- Tokar talav: Baseline 37%, Endline 71%
- Dhan dane: Baseline 32%, Endline 70%

Legend: Endline, Baseline
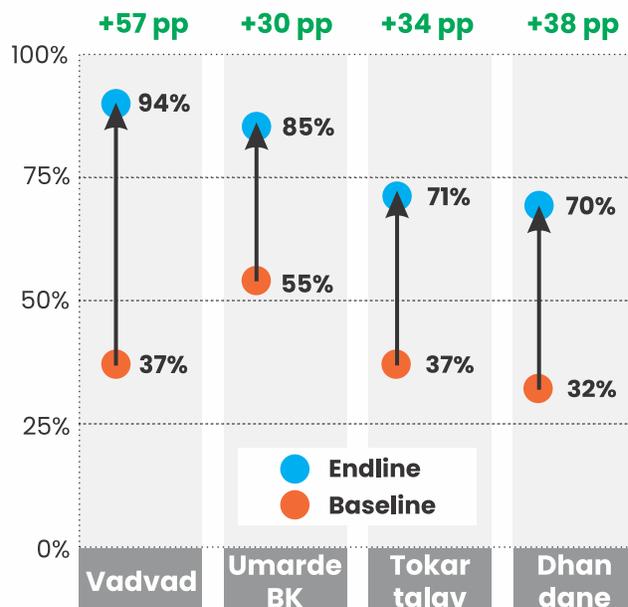
GLOBAL RAPID RESULTS INITIATIVES

The ALfA approach is being implemented as research pilots and implementations in several countries, from the Amazon rainforest to downtown Chicago, with support from governments and NGOs. These partnerships demonstrate the potential for scalable, locally-driven impact in education, in a south-to-south exchange.

Click Here

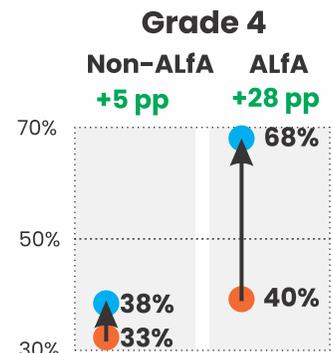**Click/Scan QR**
for more results

GHANA
Olinga Foundation

The Olinga Foundation
For Human Development

The program has concluded two research implementations in Ayensuano District, showing dramatic learning improvements. Another one has began in February 2026.

Click/Scan QR
for case study

Click Here

Grade 4

Non-ALfA **+5 pp**   ALfA **+28 pp**

70%

68%

50%

● Endline
● Baseline

38%
33%   40%

30%

MALDIVES
Ministry of Education / UNICEF

A large delegation to India from Maldives convinced the government to pilot ALfA with support from UNICEF with significant results.

Click/Scan QR
for case study

Click Here

Grade 3 Learning Gain (English)

15%

10%

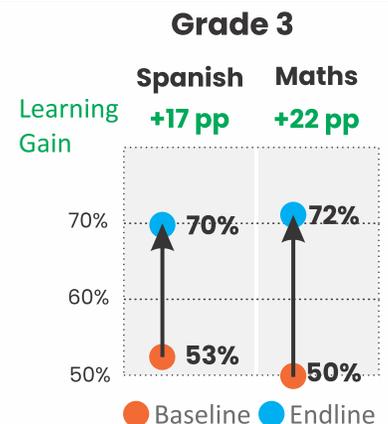5%

0%

5 Non-ALfA Schools   12 ALfA Schools
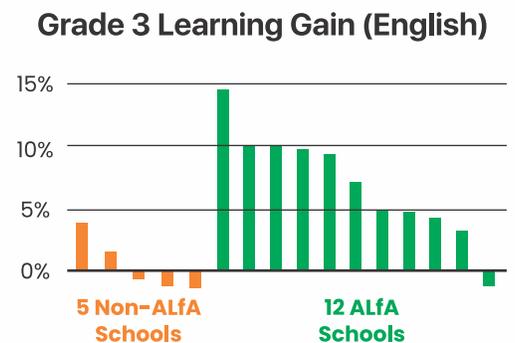
PERU
ArcaBeta NGO

The pilot shows great promise in the remote Maynas District, in the Amazonian forest. Discussions are underway for broader adoption.

Click/Scan QR
for case study

Click Here

Grade 3

Learning Gain

Spanish **+17 pp**   Maths **+22 pp**

70%   70%   72%

60%

50%   53%   50%

● Baseline ● Endline

GHANA

Ayensuano District, East Ghana
Phase 1: 6 ALfA Schools + 3 Non-ALfA Schools
Phase 2: 6 ALfA Schools + 6 Non-ALfA Schools
604 + 377 Students
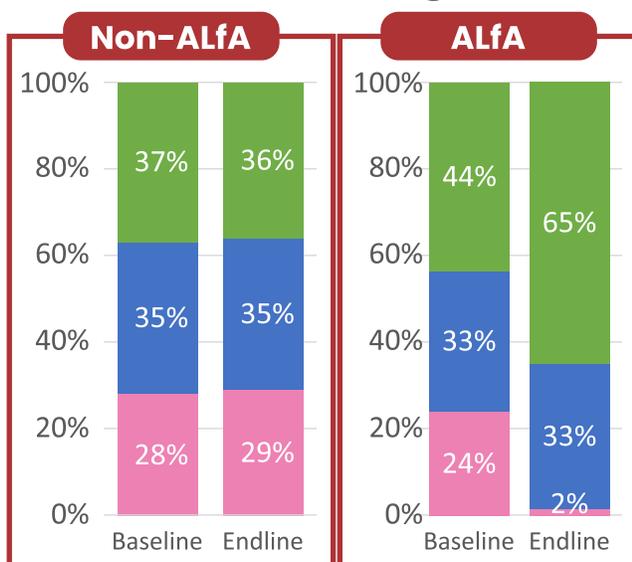
RAPID RESULTS LITERACY

Grade 3 Reading Levels

Non-ALfA

	Baseline	Endline
Level 1 & 2	11%	36%
Level 3 & 4	31%	23%
Level 5 & 6	57%	41%

ALfA

	Baseline	Endline
Level 1 & 2	22%	56%
Level 3 & 4	41%	27%
Level 5 & 6	37%	17%
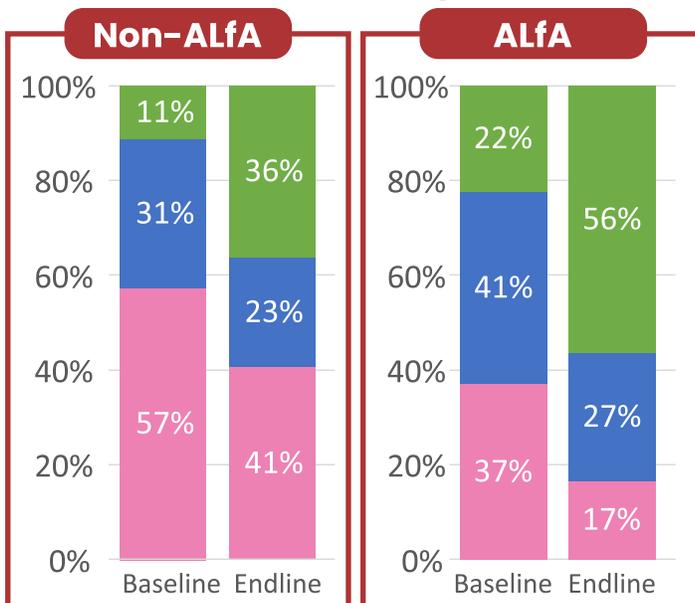
Effect sizes were impressive, at 0.65 (Grade 3), 0.90 (Grade 4), and 0.25 (Grade 5).

The proportion of students reading at Level 1 & 2 dropped drastically in the schools implementing ALfA, indicating big learning gains for those most at risk of falling behind.

- Level 1 & 2 (letters or below)
- Level 3 & 4 (words/ paragraphs)
- Level 5 & 6 (story/ comprehension)

Grade 4 Reading Levels

Non-ALfA

	Baseline	Endline
Level 1 & 2	37%	36%
Level 3 & 4	35%	35%
Level 5 & 6	28%	29%

ALfA

	Baseline	Endline
Level 1 & 2	44%	65%
Level 3 & 4	33%	33%
Level 5 & 6	24%	2%

Grade 5 Reading Levels

Non-ALfA

	Baseline	Endline
Level 1 & 2	49%	76%
Level 3 & 4	25%	16%
Level 5 & 6	26%	8%

ALfA

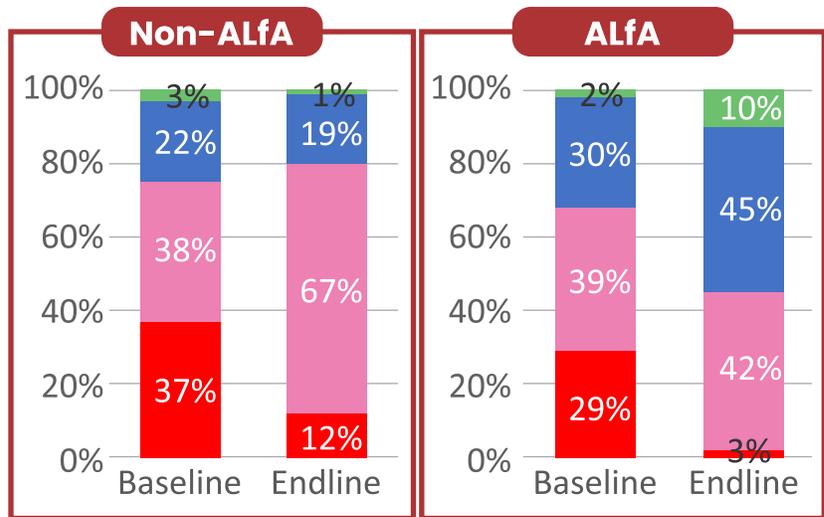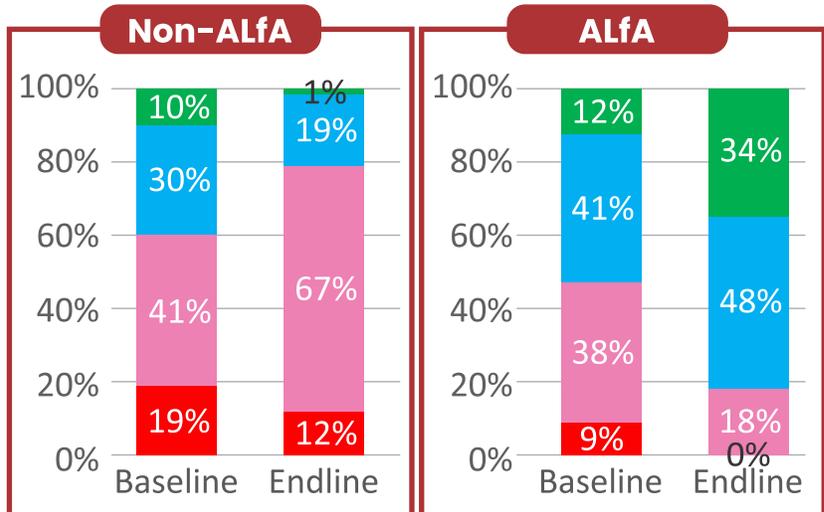|	Baseline	Endline
Level 1 & 2	49%	82%
Level 3 & 4	41%	15%
Level 5 & 6	11%	4%
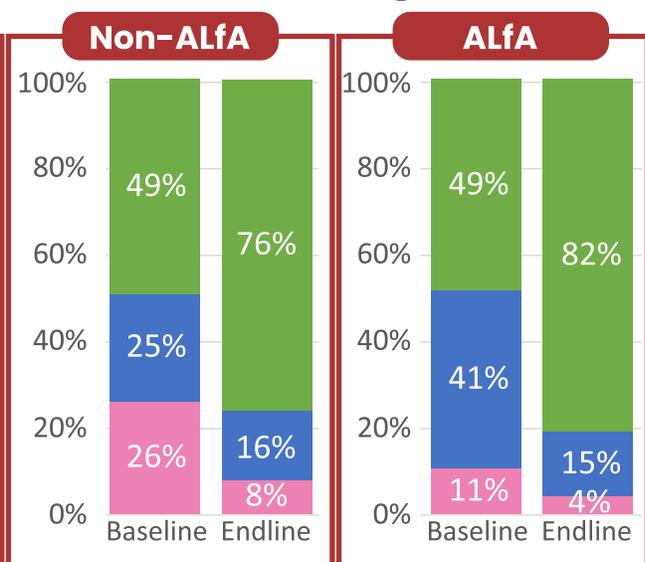
RAPID RESULTS NUMERACY

- The intervention had an effect size of 0.46 for Primary 3/4 and 0.4 for Primary 4/5.
- The intervention group's learning gains were on average **3x greater** than the schools not using ALfA
- The gains were seen across all parts of the distribution in schools using ALfA. For instance, proportion of students scoring less than 25% on the test plummeted from 29% to 3% in P3/4, and 9% to 0% in P4/5.
- At the other end of the distribution, proportion of students scoring greater than 75% grew from 2% to 10% in P3/4 and 12% to 34% in P4/5.

Quartile Distribution, P3/P4

Non-ALfA

	Baseline	Endline
75-100%	3%	1%
50-75%	22%	19%
25-50%	38%	67%
0-25%	37%	12%

ALfA

	Baseline	Endline
75-100%	2%	10%
50-75%	30%	45%
25-50%	39%	42%
0-25%	29%	3%

Quartile Distribution, P4/P5

Non-ALfA

	Baseline	Endline
75-100%	10%	1%
50-75%	30%	19%
25-50%	41%	67%
0-25%	19%	12%

ALfA

	Baseline	Endline
75-100%	12%	34%
50-75%	41%	48%
25-50%	38%	18%
0-25%	9%	0%

Legend: ■ 0-25% ■ 25-50% ■ 50-75% ■ 75-100%

GHANA DISTRICT DIRECTOR STATEMENT

" With the introduction of the ALFA programme in selected schools, marked improvements have been recorded in learners' performance, especially in reading ability. I wish therefore to recommend that the ALfA intervention which runs for about fifty-five (55) days **should be expanded to cover all schools in the district and if possible, other districts and municipals in the Eastern region.** I hope by so doing, more learners especially at the Primary school level will improve in literacy and numeracy. "

Alexander N. Amanya (Rev), Director of Education, Ayensuano District, Ghana Education Services

Click/Scan QR to read the Director's full letter

Click/Scan QR for a teacher testimony video

Teacher Testimonies

" The joy on my students' faces when they solve problems, they once thought were impossible is priceless. Over 70% of students have responded positively to the ALFA program. They are always regular in class and well enthused to study the program. Enthusiasm for learning has improved. ALfA has brought joy back into the classroom. "

Madam Levina Martey, Teacher

" I used to think teaching was about giving information... Now, I see it's about building understanding in learning as a group and seeking help from their colleagues when they face difficulty. My students learn in peer sharing, so they feel conformable asking each other for help. They are learning faster and with more enthusiasm than ever before. "

Madam Yvonne Addai, Teacher

Student Testimonies

" At first, I didn't know how to read well, but after joining the Olinga Reading Club, I can now read much better. I can also understand words I didn't understand before. I feel more confident in my studies now, and I don't feel shy when reading in front of a crowd. I am also proud of myself because, as a result of the Olinga Reading Club, I now participate in any reading competition in my school. I want to become a pilot in the future. "

Mensah, age 15, Tsetekasum Basic

* All names changed for privacy.

Click/Scan QR for a student testimony video

MALDIVES

In Collaboration with
Ministry of Education & UNICEF
13 ALfA Schools & 5 Non-ALfA Schools
Plan for Nation-wide Scaleup

RAPID RESULTS INITIATIVE STAGE 1

In the first phase of the implementation, 13 schools are implementing ALfA while 5 are serving as a reference. From September to December 2023, test scores in ALfA schools improved 7 percentage points in English and 11 percentage points in Maths – nearly **double the rate** of improvement compared to non-ALfA schools.

MINISTRY OF EDUCATION
REPUBLIC OF MALDIVES

unicef
for every child

TEACHER TESTIMONIES

" I believe in fostering independent learning and problem-solving, promoting peer collaboration and incorporating reflection opportunities. These strategies empower children to take ownership of their learning journey.

- Aysharth Sumaa

" In my opinion, ALfA is a great opportunity for students to learn together in a collaborative, friendly environment. Students work together to complete the tasks and modules, as a result, they are very well connected with each other.

- Hawwa Lamsha

Click or Scan the **QR code** to **hear more testimonies from Maldivean teachers**.

Click or Scan the **QR code** to hear the views of **Dr Abdullah Rasheed Ahmad, Minister of State for Education**.

PERU

Loreto State, Amazonian Region
2 School Implementation
166 Students (Grade 1-6)
In Collaboration with ArcaBeta NGO

Peru Implementation Process

Teacher Training

Educators underwent online and in-person training on ALfA techniques, ensuring a deep understanding of the pedagogy.

Classroom Implementation

ALfA sessions were conducted in short bursts, making learning more engaging and accessible.

Continuous Monitoring

Learning outcomes were tracked through regular assessments to measure student progress.

Stakeholder Engagement

Meetings with parents, teachers, and local education officials ensured sustained support and involvement.

Teacher Testimonies

" When the students came first, they wrote scribbles; they didn't know how to read. They worked in pairs. They began to form simple words, then more complex words and small sentences. Now, 80% of the students are reading. It is engaging and exciting for the students. Thank you so much. "

Maria, Grade 1 Teacher

" Parents are happy because their children were at a disadvantage compared to those who already knew how to read, but now are making good progress. "

Zenaida, Grade 3 Teacher

Click/Scan for classroom footage from Sachachorro and school director's testimony.
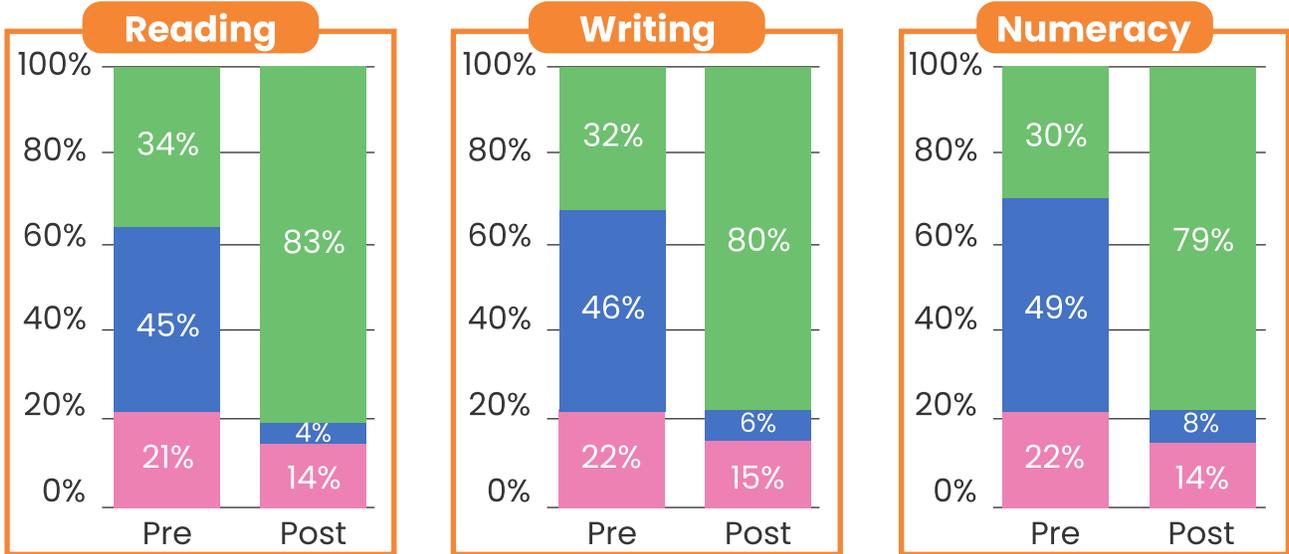
Click/Scan for a message from Dr Sunita Gandhi, ALfA pedagogy founder, on its use in Peru.

PERU RESULTS

The Baseline Evaluation showed that only about one-third of students were Proficient (Reading: 34%, Writing: 32%, Arithmetic: 30%). By endline, this proportion had increased drastically (Reading: 83%, Writing: 80%, Arithmetic: 79%). These results indicate that ALfA was highly effective across all three competencies.
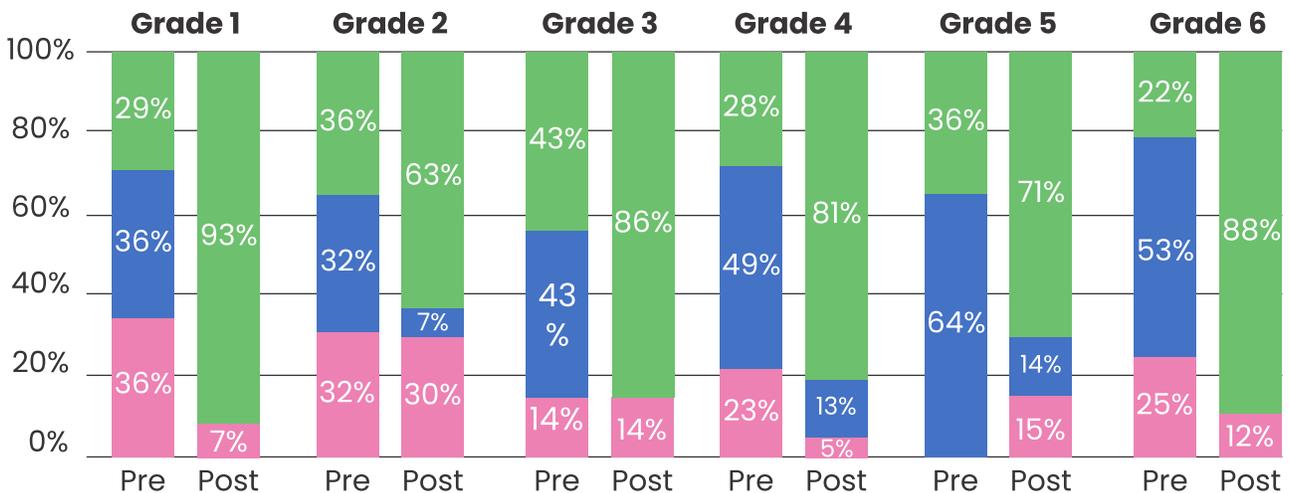
Pre & Post-Test Score Distributions by Competency

Reading

	Pre	Post
A (16-20 Score)	34%	83%
B (11-15 Score)	45%	4%
C (0-10 Score)	21%	14%

Writing

	Pre	Post
A (16-20 Score)	32%	80%
B (11-15 Score)	46%	6%
C (0-10 Score)	22%	15%

Numeracy

	Pre	Post
A (16-20 Score)	30%	79%
B (11-15 Score)	49%	8%
C (0-10 Score)	22%	14%

■ C (0-10 Score) ■ B (11-15 Score) ■ A (16-20 Score)

All the grades showed significant improvements in test scores, though there was some variability between different grades. This indicates that ALfA is effective across a wide range of ages.

Pre & Post-Test Score Distributions by Grade

	Grade 1 Pre	Grade 1 Post	Grade 2 Pre	Grade 2 Post	Grade 3 Pre	Grade 3 Post	Grade 4 Pre	Grade 4 Post	Grade 5 Pre	Grade 5 Post	Grade 6 Pre	Grade 6 Post
A (16-20 Score)	29%	93%	36%	63%	43%	86%	28%	81%	36%	71%	22%	88%
B (11-15 Score)	36%		32%	7%	43%		49%	13%	64%	14%	53%	
C (0-10 Score)	36%	7%	32%	30%	14%	14%	23%	5%		15%	25%	12%

■ C (0-10 Score) ■ B (11-15 Score) ■ A (16-20 Score)

RESEARCH ADULT LITERACY

- DEVI's adult literacy efforts began in 2015 with the Global Dream Campaign for Literacy, starting with a **survey of 1.06 million adults in Lucknow**. Findings showed that age, caste, and geography significantly affect literacy rates.

- DEVI then partnered with Karouni village in Sarojini Nagar, where 22 women led a **community-driven literacy initiative**, empowering 800 women over two years. This success was widely covered in media.

- DEVI ran a program where students from grades 6–12 across India tutored adult learners. **The Literacy NOW app, supported by SBI Foundation**, further boosted these efforts and was adopted by Literacy Chicago in the US.

- DEVI also partnered with the Mizoram government in 5 districts, HCL Foundation in Hardoi, and Iimpact Foundation, empowering 19,000 women with literacy (see results on next page).

Click Here

Key Policy Insights

Women's Leadership Drives Success
Community-based programs are more effective when women lead, as demonstrated in Karouni village with 800 women empowered.

Volunteering Over Wages
The Karouni women worked voluntarily, showing that community-driven efforts often outperform paid work.

Global Lessons for Local Success
DEVI's Disruptive Literacy (2022, Bloomsbury) shares insights from global literacy movements to guide effective strategies.

Engaging Youth Benefits All
Children and young adults teaching adults creates mutual benefit, and should be part of school curricula to promote lifelong learning.

A People's Movement is Key
A grassroots movement, as seen in Ernakulam, ensures sustainable adult literacy and should be prioritized in policy.
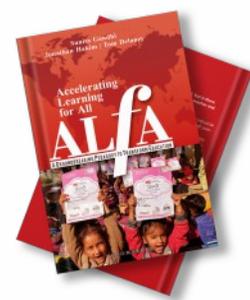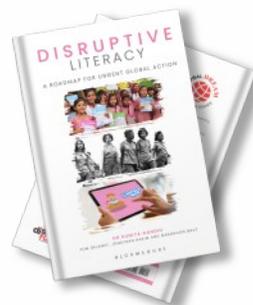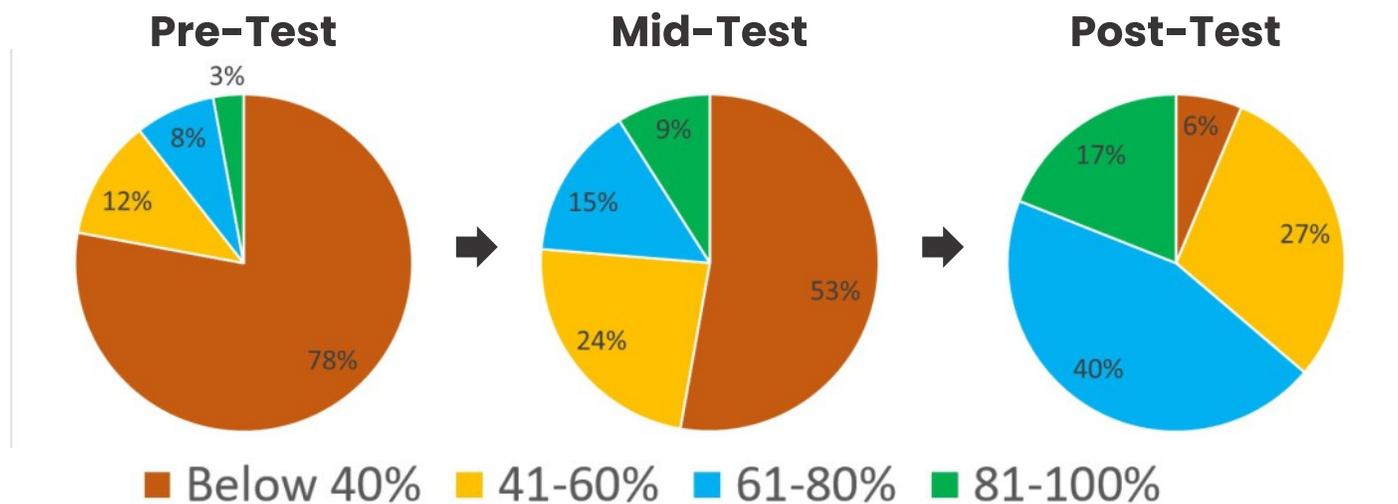
CASE STUDY
MOTHER LITERACY PROGRAM

In collaboration with IIMPAACT, the program enhanced literacy levels among mothers through focused interventions, driving notable improvements in their literacy and numeracy progress. The entire implementation was conducted by IIMPACT, with DEVI conducting online training for the volunteer coordinators.

SCALE

30,000+ Learners across 5 states:
West Bengal, Rajasthan, Haryana, Uttar Pradesh, Uttarkhand

IMPACT

78% of learners scored less than 40% on the pre-test. By the time of the post test, it was **only 6%**!

Those scoring above **80% grew more than 5x from 3% to 17%.**

Pre-Test	Mid-Test	Post-Test

Pre-Test: 3%, 8%, 12%, 78%
Mid-Test: 9%, 15%, 24%, 53%
Post-Test: 6%, 17%, 40%, 27%

■ Below 40% ■ 41-60% ■ 61-80% ■ 81-100%

Proportion of learners by different test score bins over the course of the program.

AL*f*A | Fast & Holistic FLN | Literacy

- ALfA (Accelerating Learning for All) is an FLN accelerator that delivers measurable gains in weeks through paired learning and rapid routines that build joy, 21st-century skills, and equity. Learning is sustained year-long through prescribed textbooks. It supports NEP 2020's vision of holistic education.

- ALfA Literacy builds strong reading and writing foundations through daily phonics, fluency, comprehension, vocabulary, and structured writing.

Scope	Process	45-working day + Textbooks
Grades 1-3 Grades 1-5 Balvatika Grades 6-8 Girls & Adult Learners	Joyful, student-led known → unknown concrete → abstract **Reading:** decoding → blending fluency → comprehension → vocab **Mathematics:** number sense → concepts → confidence	1 period/day per subject for ALfA Books & MAT Process (Model in Pairs, Apply in Pairs, Transfer) Take turns to engage with prescribed textbooks using MAT Process to move at 2× the usual pace.

Literacy Paired Learning Routines

Children take turns to derive first sounds from known pictures (not letters or letter sounds). They blend these sounds to read meaningful words from the beginning | **saves a year+** | moves children quickly towards reading fluency & comprehension. Working in pairs makes learning engaging. All children get busy and learn more in less time.

Click/Scan QRs to hear Teachers' testimonials and see ALfA literacy in action.

Available in 33 world languages (15 Indian) | Easily replicable

---

Picture → Sound → Word

Hindi

Pair work: One child asks, the other answers.

Child 1: "यह क्या है?" → Child 2: "बतख"

Child 1: "इसकी पहली आवाज़ क्या है?" → Child 2: "/ब/"

Repeats above for the next picture: /सपेरा/ → /स/

Child 1: "नया शब्द क्या बना?" → Child 2: "/ब/ + /स/ → बस " (bus-meaningful)

Swap Roles ↻ → With New Pictures and Words → Repeat Routine above.

English

Child 1: "What is this?" → Child 2: "car"

Child 1: "What is its first sound?" → Child 2: "/c/"

Repeat for the next pictures apple /a/ & tie /t/

Child 1: "What's the new word ?" → Child 2: "/c/ + /a/ + /t/ → cat" (meaningful)

Swap Roles ↻ → With New Pictures and Words → Repeat Routine above.

AL*f*A | Fast & Holistic FLN | Numeracy

- ALfA Numeracy builds strong foundations through paired learning routines that scaffold from **kinesthetic→concrete→abstract**, and **known→unknown**.

- Paired transaction of learning is enabled through a **MAT Process**:

> 1. **Model** (a paired routine is demonstrated by the working with a randomly selected child as a pair).
> 2. **Apply** (entire class already sitting in pairs practices the routine with new questions in pairs).
> 3. **Transfer** (children continue practice, create & answer questions, and stretch to more complex tasks in class and at home).

- Children learn to take turns, communicate, collaborate, solve problems. They develop critical thinking and creativity as suggested in **NEP 2020**.

Talk aloud • Peer-check • Correct • Practice • Level Up

Kinesthetic → Concrete → Abstract

Routine A: Kinesthetic
Child 1: Makes 3 claps + 4 snaps (3 tens + 4 ones)
Child 2: Says, "Thirty-four!"
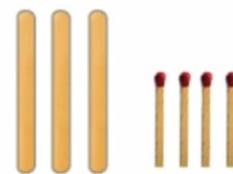Child 1: Gives Hi-five to Child 2; or says, "Try again."
Invert roles. Child 2 now makes a new clap & snap number for Child 1 to solve.

Routine B: Concrete
Show with concrete objects (sticks/leaves).
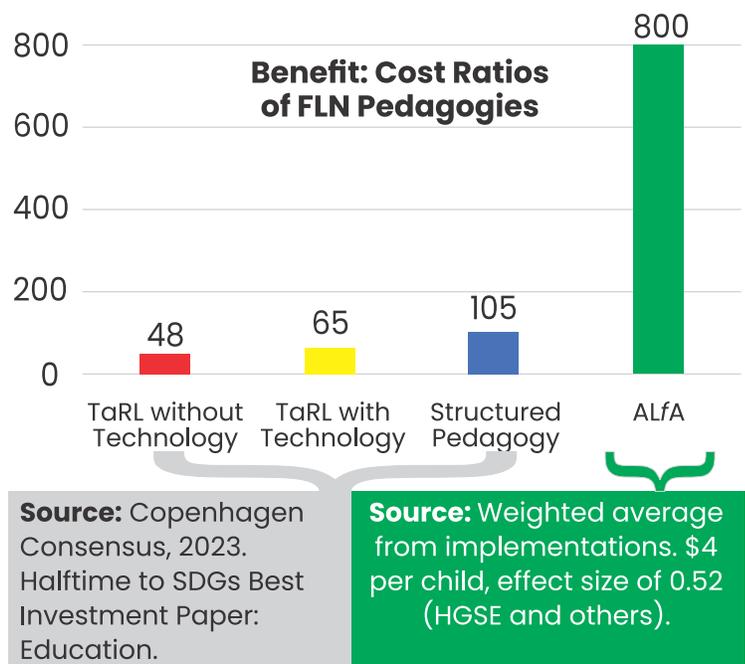Partner checks. Gives Hi-five! Inverts roles.

Routine C: Abstract
Show the numbers formed in digits.
Partner checks. Gives Hi-five! Inverts roles.

34

ALfA PEDAGOGICAL COMPARISON

Internationally, there is growing consensus among educationists and policymakers that pedagogy matters. What happens in the classroom on a given day - the daily transaction of learning - matters just as much as macro-scale policies that creates the enabling environment. While several excellent FLN pedagogies have been identified by the World Bank GEEAP reports and the Copenhagen Consensus, emerging pedagogies like ALfA deserve more research attention to also be considered for large-scale international implementation.

Benefit: Cost Ratios of FLN Pedagogies

Bar chart values:
- TaRL without Technology: 48
- TaRL with Technology: 65
- Structured Pedagogy: 105
- ALfA: 800

Source: Copenhagen Consensus, 2023. Halftime to SDGs Best Investment Paper: Education.

Source: Weighted average from implementations. $4 per child, effect size of 0.52 (HGSE and others).

66 I think we've been too quick to blame all these other reasons for why kids aren't reading. It does correlate with things like poverty and circumstances in kids' homes, **but for some reason we have't looked at instruction**. 99

– Emily Hanford

Education Research & Author

The Copenhagen Consensus Education Report 2023 cited the data shown below for **FLN Best Buys**. ALfA is new and was not included. However, HGSE 2023, PRS 2024 and several RCTs (see right) indicate significant leaning gains, and high returns on investment for ALfA.
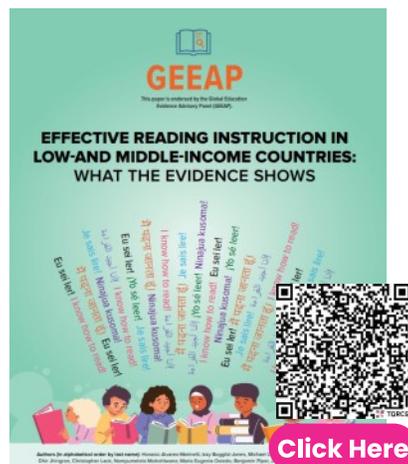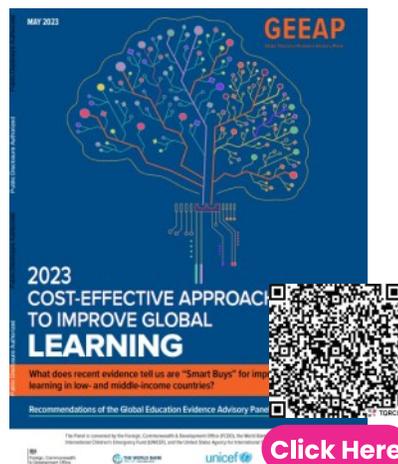
References

Click/ Scan QR info on ALfA RCTs

Click Here

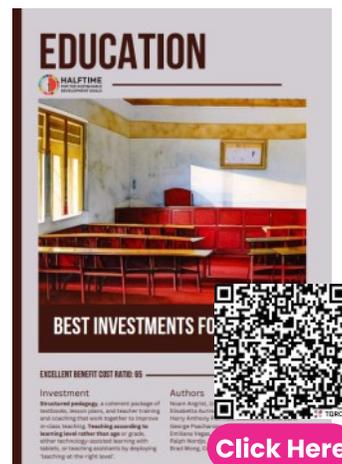**GEEAP: Global Education Evidence Advisory Panel (World Bank)**

GEEAP 2025

Click Here

GEEAP 2023

Click Here

Copenhagen Consensus 2023

Click Here

Click/Scan QR for more details & further references

Click Here

COMPARISON OF FLN PEDAGOGIES

STRUCTURED PEDAGOGY

Pedagogical approach: Standardised lesson plans and often scripted teaching to drive consistency.

Teacher role: Strict adherence to the script, reduced teacher autonomy.

Speed: Typically needs longer-term (3-year cycle) of implementation.

Effect size: Approximately 0.13

Cost per child: ~$8/child (materials + scripting requirements).

Strategic link: Often embeds teacher guides and coaching.

Data as per Copenhagen Consensus, 2023.

TEACHING AT THE RIGHT LEVEL (TaRL)

Pedagogical approach: Assess students to differentiate groups by ability → teach foundational skills in these groupings.

Teacher role: Teachers manage two or three learning groups simultaneously.

Speed: Evidence includes 50-day implementations in a volunteer model no longer active. Data is unavailable for recent model.

Effect size: 0.15-0.28

Cost per child: ~$20–$27/child (often higher training/support inputs)

Equity/social risk: Ability grouping may trigger fixed mindset about ability.

Data as per Copenhagen Consensus, 2023.

EXPLICIT SYSTEMATIC INSTRUCTION

Pedagogical approach: Science of Reading prioritises explicit, systematic instruction in the building blocks of reading—especially phonics.

Teacher role: Teachers typically model the skill and teacher and students practice together in "I do, We do, You do" sequence.

Speed: Can show strong gains within an academic year when well-implemented, but results vary by delivery effectiveness.

Effect size / cost per child: Depends on delivery model.

As per World Bank's GEEAP 2025. SD not mentioned.

ACCELERATING LEARNING for ALL (ALfA)

Pedagogical approach:
ALfA follows process-driven MAT (Model → Apply → Transfer) structure. Students work in random pairs and follow a known-to-uknown, concrete-abstract scaffolding.

Teacher role: Lightens teacher load due to greater student agency; students support each other's learning/check work in pairs.

Speed: Designed to build FLN in 45 days (can take longer if sporadically implemented); students continue using MAT process with their govt. textbooks.
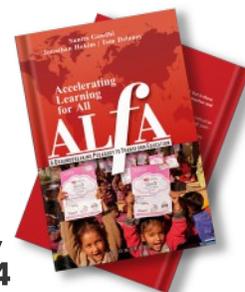
Effect size: 0.23–0.89 (HGSE, ~40 days)

Cost per child: ~$2-4/child (catalytic)

Harvard GSE 40-Day RCT (Shamli, India, 2022)

BOOKS BY DEVI

ALfA: Accelerating Learning for All
A Groundbreaking Pedagogy to Transform Eucation

Bloomsbury, January 2024

> "All students should be able to learn to read quickly so that they can maximize their academic potential and ALfA does that."
> **Jon Corippo**
> Founder of EduProtocols, USA

> "This book provides some insightful and unique ideas about creating a pedagogy of possibility. It will undoubtedly create the conditions for a better world."
> **Sigamoney Naicker**
> Professor, University of the Western Cape, SA

Disruptive Literacy
A Roadmap for Urgent Global Action

Bloomsbury, August 2022

> "A much-needed manifesto for achieving large scale transformation of the global literacy crisis."
> **Ernesto Schiefelbein**
> Former Minister of Education, Chile

> "A must read for policymakers and all those associated with the campaign against illiteracy."
> **Anil Swarup**
> Former Secretary of Education, India

ALfA TOOLKITS IN 33 LANGUAGES

Accelerating Learning for All is now available in 33 languages (15 Indian), helping ensure that high-quality pedagogy is accessible to diverse communities and learners worldwide, supporting equitable education for all.
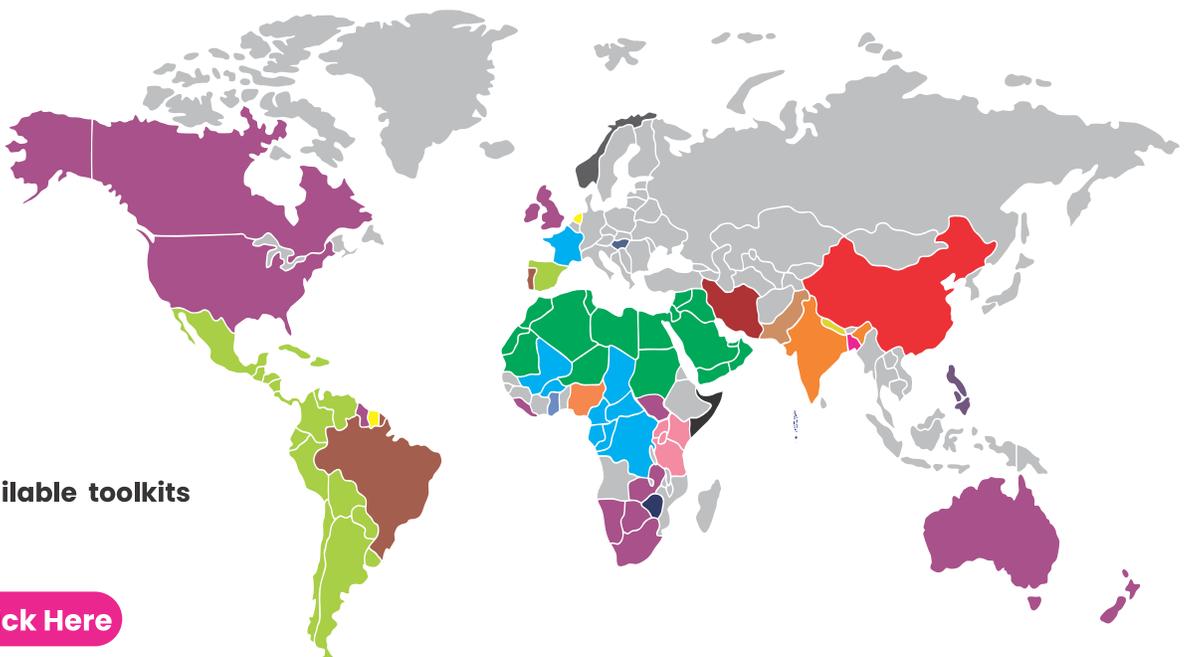
INDIAN LANGUAGES

- Assamese
- Bangla
- English
- Gujarati
- Hindi
- Kannada
- Konkani
- Maithili
- Marathi
- Mizo
- Odia
- Punjabi
- Tamil
- Telugu

INTERNATIONAL LANGUAGES

- Arabic
- Bangla
- Dhivehi
- Dutch
- English
- Filipino
- French
- Mandarin
- Nepali
- Persian
- Portuguese
- Serbian
- Shona
- Spanish
- Swahili
- Twi
- Urdu
- Yoruba
- Somalian
  in development

CHECK OUT
the freely available toolkits

Click Here

PARTNERS IN CHANGE

We greatly appreciate partnership with organisations who have trusted in the power of a disruptive pedagogy and given it their support.

World Climate School, Norway
Knowledge & Training

Teachers Without Borders
Toolkit Replication partnership

Literacy Chicago, USA
Adult Literacy program

Kepler School, USA
Research Implementation

Kupanda Sisters, Guyana
Single school pilot

Arca Beta, Peru
Pilot in a school in Amazon

All Africa Students Union
Knowledge & training partnership

Olinga Foundation
Research implementation in 15 government schools
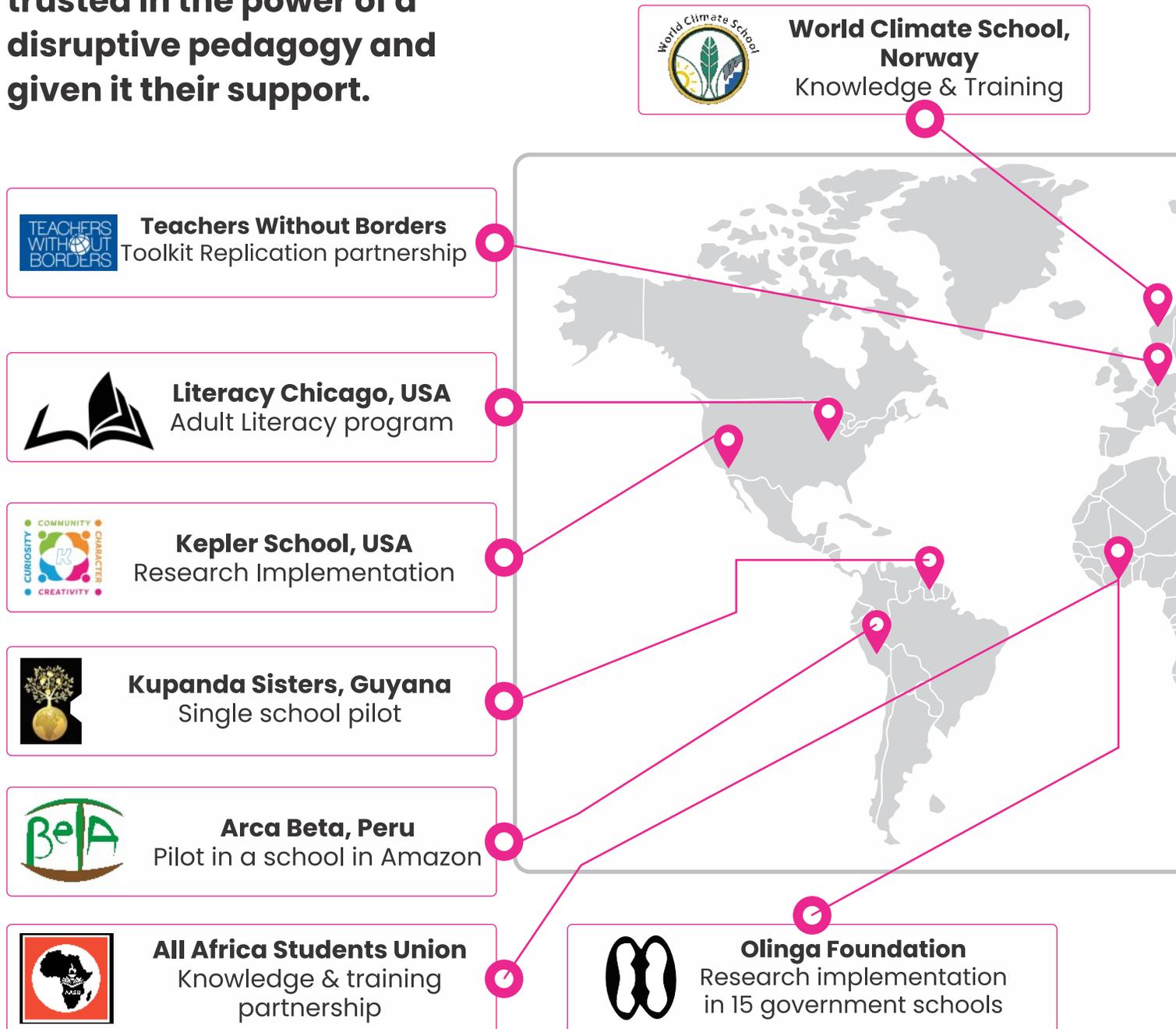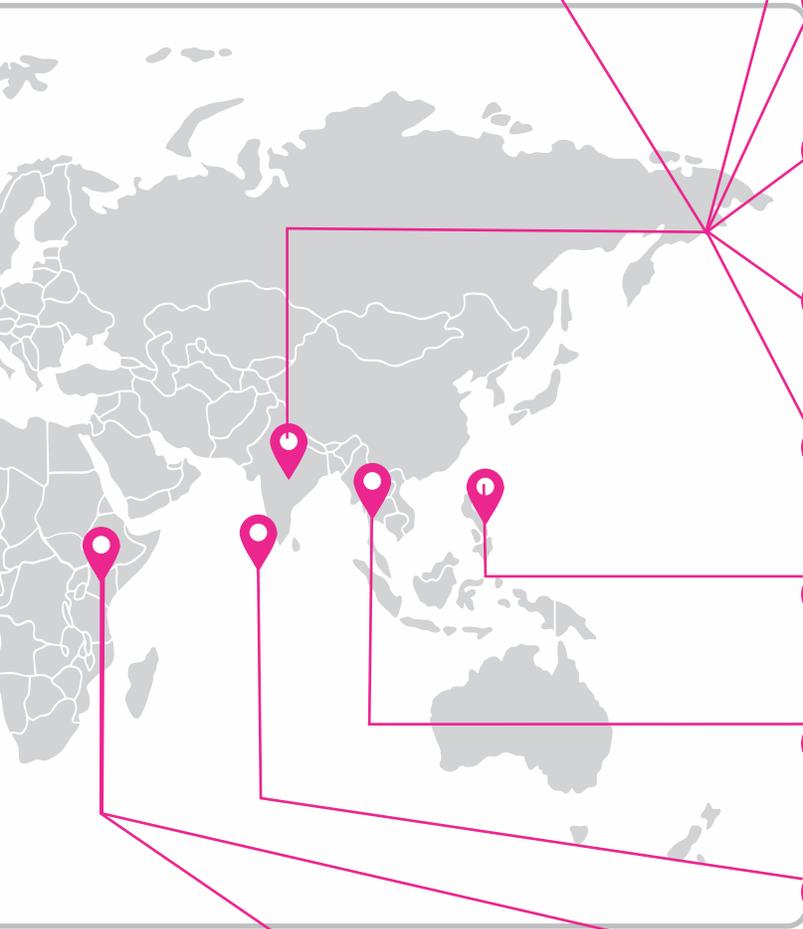
SBI Foundation
CSR partner

SBI-SG — CSR Partner

Ministry of Education, India
Thousands of government schools

Reliance Foundation — Providing learning materials in Shamli, UP

amazon — Donating Alexa devices for government primary schools, UP

City Montessori School
Lucknow, India

Dawnbreakers Foundation, Philippines
Informal education program

Radiant Gems Preschool, Malaysia
Single school implementation

Ministry of Education, Maldives
200 government schools

Forum for African Women Educationalists
Knowledge & training partnership

PATH Youth, Kenya
School literacy intensives

OOSC OUT OF SCHOOL CHILDREN

- One Tara School is a free, alternative school by DEVI Sansthan for out-of-school children, based on the belief that if they can't go to school, the school should come to them. The purpose of the school is also to mainstream children as quickly as possible.

- The One Tara school empowers individuals, NGOs and private schools to start informal education centers, offering quality education.

- DEVI provides full know-how and support including training, study materials, and assessments, at low cost to volunteers who offer free education in both formal and informal settings.

- DEVI invites individuals, families, and NGOs to open free schools in memory of their loved ones, honoring them through education—a "*star above supporting a star on earth.*"

Learning Materials

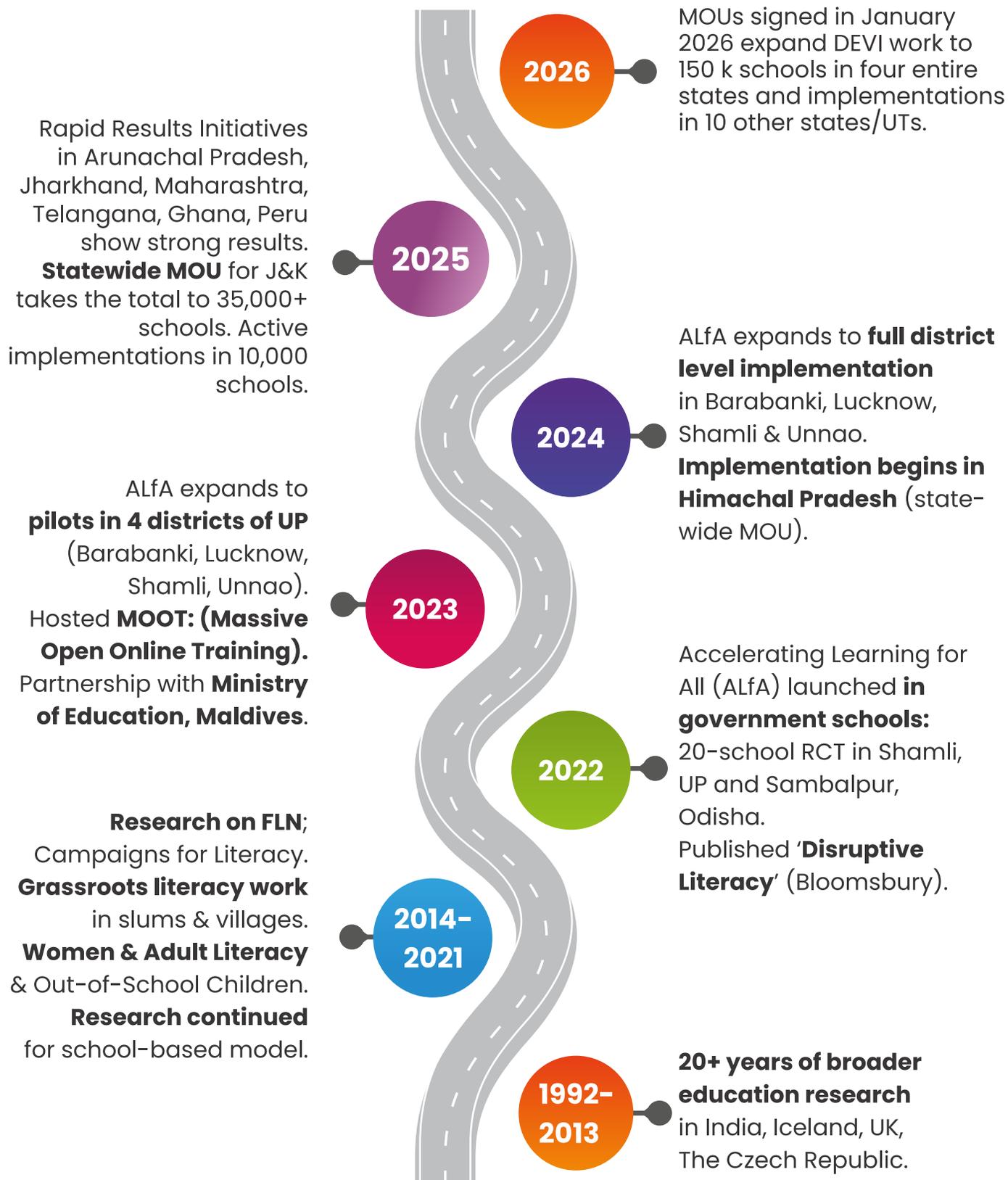## E-Learning & AI Assisted Ed Tech

Physical & E-Assessments

Online / In-Person Training

DEVI **JOURNEY**

Dignity Education Vision International

2026

MOUs signed in January 2026 expand DEVI work to 150 k schools in four entire states and implementations in 10 other states/UTs.

2025

Rapid Results Initiatives in Arunachal Pradesh, Jharkhand, Maharashtra, Telangana, Ghana, Peru show strong results. **Statewide MOU** for J&K takes the total to 35,000+ schools. Active implementations in 10,000 schools.

2024

ALfA expands to **full district level implementation** in Barabanki, Lucknow, Shamli & Unnao. **Implementation begins in Himachal Pradesh** (state-wide MOU).

2023

ALfA expands to **pilots in 4 districts of UP** (Barabanki, Lucknow, Shamli, Unnao). Hosted **MOOT: (Massive Open Online Training).** Partnership with **Ministry of Education, Maldives**.

2022

Accelerating Learning for All (ALfA) launched **in government schools:** 20-school RCT in Shamli, UP and Sambalpur, Odisha. Published '**Disruptive Literacy**' (Bloomsbury).

2014-2021

Research on FLN; Campaigns for Literacy. **Grassroots literacy work** in slums & villages. **Women & Adult Literacy** & Out-of-School Children. **Research continued** for school-based model.

1992-2013

20+ years of broader education research in India, Iceland, UK, The Czech Republic.

ALfA: Fast & Holistic FLN Today

DEVI Sansthan (Dignity Education Vision International) is an NGO with a big vision: to help India and the world achieve quality education (SDG 4). Under its Rapid Results Initiative (RRI), DEVI is pioneering a transformative education, empowering teachers, undertaking research, and leveraging policy to enable swift FLN gains. Beyond FLN, DEVI's joyful, holistic program lays the foundation for a more humane, equitable and inclusive world.

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